DOCUMENT RESUME

ED 438 461 CE 079 785

AUTHOR	Gaither, Linda
TITLE	Murder They Wrote. A Cross-Curricular Cooperative Learning Experience.
PUB DATE	1999-12-13
NOTE	110p.; Presented at the Annual Meeting of the Association for Career and Technical Education (Orlando, FL, December 12-15, 1999). Presented with Larry Higgins and Karen Blessman.
PUB TYPE	Guides - Classroom - Teacher (052) -- Speeches/Meeting Papers (150)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Education; Behavioral Objectives; *Career Education; Communication Skills; *Cooperative Learning; Critical Thinking; *Education Work Relationship; Equipment Utilization; Experiential Learning; *Fused Curriculum; High Schools; Laboratory Equipment; Laboratory Procedures; Learning Activities; Lesson Plans; Problem Solving; Simulation; *Vocational Education
IDENTIFIERS	*Criminal Investigations; *Forensic Science

ABSTRACT

This document contains a cross-curricular cooperative learning experience that is designed to give high school students career and technical educational experiences in the areas of forensic sciences and criminalistics by doing the forensic work to "solve" a fictitious murder. The activities included in the cooperative learning experience are designed to enable students to accomplish the following objectives: (1) see the interrelationships between various academic disciplines; (2) learn to manipulate various laboratory equipment used in forensic settings; (3) see the connection between high school and the professional world; (4) see the importance of various communication skills (writing, reporting, interviewing) used in the professional world; and (5) learn to use critical thinking and problem solving in a cooperative learning setting. The document begins with objectives, an outline of the phases of a criminal investigation and brief overviews of the fields of forensic sciences and criminalistics. Presented next are student assignment sheets, including forms for the journal that students are required to keep throughout the learning experience, which consists of interviews with "suspects," deduction from "clues," and five lab sessions. A section of teacher resources contains assignment guidelines and detailed teacher notes and transparency masters for use in for guiding students through each laboratory experience. Concluding the document are a glossary and list of forensic organizations that have student members. (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 438 461

MURDER THEY WROTE

A Cross-curricular cooperative learning experience

Presented by:

Linda Gaither

With
Dr. Larry Higgins
Karen Blessman

For:

Association for Career and Technical Education
Annual Convention

December 13, 1999
Orlando, Florida

CE 079 785

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
L Gaither
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2
BEST COPY AVAILABLE

OBJECTIVES:
CO-CURRRICULAR ACTIVITY
"MURDER THEY WROTE"

1. Students will see the interrelationships between various academic disciplines.

2. Through experiments and a professional visit, students will learn to manipulate various lab equipment used in a forensic setting.

3. Student will see the connection between high school and the professional world.

4. Students will see the importance of various communication skills (writing , reporting and interviewing) used in the professional world.

5. Students will learn to use critical thinking and problem solving in a cooperative learning setting.

PHASES OF AN INVESTIGATION

I. Preliminary investigation
   1. Attend to existing emergencies
   2. Secure the crime scene
   3. Measuring, photographing, sketching, etc.
   4. Searching for evidence
   5. Physical evidence-identify, collect, process
   6. Questioning victims, witnesses, and suspects
   7. Recording all statements and observations
      a. Notes
      b. Police reports

Many people believe this is the most critical phase of a criminal investigation.

II. Follow-up investigation
   1. Where did it occur?
   2. Victim, witness reinterviews
   3. Suspect interrogations—accusatory
   4. Fingerprints
   5. Line-ups
   6. Mug shot viewing
   7. Composite/criminal artist
   8. Lab comparisons/analysis
   9. DNA
   10. Lie detector

III. Warrant application

Forensic Sciences

The forensic sciences form a vital part of the entire justice system. Still, some of its disciplines have become identified primarily with law enforcement, an image enhanced by television and movies. This is misleading because forensic scientists may be involved in all aspects of a criminal case, and the results of their work may serve either the defense or the prosecution.

Though closely identified with the criminal justice system, the forensic scientist plays an increasingly active role in the civil justice arena. Issues of law and/or fact which may require forensic science expertise range from questions of the validity of a signature on a will, to a claim of products liability, to questions of whether a corporation is complying with environmental laws.

The work of the forensic scientist reduces the number of cases entering the overloaded court system by assisting the decision-makers before a case reaches the court. The facts developed by forensic scientists often show either the prosecuting attorney or defense attorneys that an issue does not merit a court hearing. This decision is based on scientific investigation, not circumstantial evidence or the sometimes unreliable testimony of witnesses.

The legal system is based on the belief that the legal process results in justice. The forensic scientist uses science and technology in the search for facts in civil, criminal, and regulatory matters.

CRIMINALISTICS

Criminalistics is the analysis, comparison, identification, and interpretation of physical evidence. The main role of the criminalist is to objectively apply the techniques of the physical and natural sciences to examine physical evidence, and thereby prove the existence of a crime or make connections. The criminalist provides information to investigators, attorneys, judges, or juries. This information is helpful in determining the innocence or guilt of the suspect.

Because of the variety of human activity which may surround a crime, the range of material which may be physical evidence is almost limitless. Evidence may be so small that a microscope is needed to see it, or it may be as large as a truck. It may be as subtle as a whiff of a flammable gas at an arson scene or as obvious as a pool of blood at a homicide scene. The enormous range of material challenges the ingenuity of the criminalist. He or she examines and identifies hair, fibers, blood, and seminal stains, alcohol, drugs, paint, glass, botanicals, soil, flammable gases and explosives, identifies firearms and compares bullets, tool markings, and footprints.

Using analytical skill and practical experience, the criminalist separates significant evidence from that having little or no probative value. Next, the criminalist sorts, compares, or identifies the evidence, developing useful information for an investigation or trial. It may be established, for example, that a bullet has been fired from a particular gun or that a fragment of plastic from the scene of a hit-and-run accident has broken off a particular car. This type of analysis is difficult; it requires an eye for detail, a broad practical scientific background, and the ability to apply these skills in court with full knowledge of the ethical responsibilities involved.

Perhaps the most important task of the criminalist lies in interpreting the results of findings to determine the circumstances at the time a crime occurred, or perhaps to support a witness' statement.

Reconstructing the events of a crime is often very difficult. It requires an understanding of human behavior, of the physical laws and processes involved, and the recognition of how they interact.

Finally, any findings must be conveyed to the other elements of the criminal justice system. This is usually done by written reports or expert testimony. The criminalist must express conclusions so that technical details are understood by the court and the jury. The criminalist undertakes a serious challenge on behalf of society and, by fulfilling this responsibility, derives great personal satisfaction.

STUDENT

ASSIGNMENTS

STUDENT ASSIGNMENTS

1. Journal

   Each unit is required to keep a detailed journal of ALL that they do. Each day must be dated and all entries must be clearly labeled.
   All your interviews will be recorded in the journal.
   All data from the tests you run will be recorded in the journal.
   In other words, this journal is your life. EVERYTHING you do will be recorded in this document.

2. Evidence Request Forms

   You must fill out an evidence request form for any piece of evidence you need to see, and present it to the Evidence Clerk. The completed form goes in your notebook on the proper day.

3. Job Descriptions

   Lab Tech: Gets materials together for labs
   Runs the lab-directs others in the group
   Makes sure the lab is cleaned up

   Recorder: In charge of the notebook. It is your responsibility to keep this notebook up to date

   Interviewer: Person who conducts all the interviews

   Lawyer: Your responsibility to present the case to the judge

4. Writing warrant

   When your team has all the evidence and is ready to issue a warrant, fill out the end of case report.
   Present warrant to Chief of Police for review, she will accept or reject your request.

5. The Last Day

   1. What you need:
      End of case report
      Final journal
      Warrant
      Group evaluations—1 for each team member including yourself
   2. Written Presentation
      Organized—20 points
      Deductions—25 points
      Clearly explained—20 points
      Diligence on written journal—15 points
      Badges—20 points
      Journal Cover—20 points

GOOD LUCK!

ALTERNATIVE ASSIGNMENT

If you miss more than four days, you must write a research paper.

REQUIREMENTS:

- 10 typed, double spaced pages
- 5 sources using MLA documentation (only **one** source may be from the Internet, the rest must be books, articles, newspapers, magazines, etc.)
- must include works' cited page

REMEMBER:

I am an English teacher. I recognize plagiarism when I see it.

TOPICS:

- DNA fingerprinting
  OR
- History of forensics

SUGGESTIONS FOR OUTLINE

Introduction

- Define
- Discuss cases
- Etc.

Ideas

- Do by chronological order
- Technical Knowledge
- Stress any area or time
- Conclusions

These are just ideas to give you some direction. Good luck!

JOURNAL PAGES

Explanations and examples

Daily entry:

Each day you will have an interview page or a lab page. Be sure to put date and hour on both pages EVERYDAY. You will also have a daily summary page to fill out EVERYDAY! This is just a summary of what you did each day.

Interview page outline: 10 points

Suspect's name: **2 points**
Questions asked with responses immediately following each question: **2 points**
Body language observed (i.e. eyes, hands, tone, etc.): **2 points**
Overall evaluation: **2 points**
Relate answers to facts you already know: **2 points**
Make some type of note if the suspect is still a suspect: **2 points**

Lab page outline: **10 points**

Title of lab: **2 points**
Reason performed experiment: **2 points**
Results are clear and concise: **2 points**
Conclusions—interpret the results: **2 points**
Relate to facts you already know: **2 points**
Use data to possibly eliminate some suspects from your list

Written Presentation: **100 points**

Organized: **20 points**
Deductions: **25 points**
Clearly explained: **20 points**
Diligence on written journal: **15 points**
Badges: **20 points**
Journal Cover: **20 points**

*****Be sure to check what the suspects tell you against all the factual information you gain from evidence and labs. Remember facts usually do not lie, people do.

Every day you will turn in these two pages with the lab page first and the interview page second. If you only work on one on a certain day, write that on the one you did not use with the date and hour.

Daily Summary

Names _____

Date_____

Lab Title_____Date_____

LAB DATA

Results:

Conclusions:

How does this prove or disprove your ideas on the murder?

Person Interviewed_____Date_____

INTERVIEW JOURNAL

Question:

Answer:

Question:

Answer:

Question:

Answer:

Question:

Answer:

Question:

Answer:

Question:

Answer:

How did this interview prove or disprove your ideas about the murder? (I.e. body language, etc._

Evidence Request Form

Date_____Time_____

Describe Evidence_____#_____

_____

_____

_____

Reason for Request_____

_____

_____

_____

_____

Officer's Signature

___Approved

___Disapproved

_____/_____

Official Signature /Date

Evidence Request Form

Date_____Time_____

Describe Evidence_____#_____

_____

_____

_____

Reason for Request_____

_____

_____

_____

_____

Officer's Signature

___Approved

___Disapproved

_____/_____

Official Signature /Date

EVIDENCE REQUEST LOG—CHAIN OF CUSTODY

Case #	Inventory #	Date	Time	Signature	Returned

MAKING TEAMS

Date_____

You will be assigned to a team of 4.

Day one assignment:

1. Pick a team name.
2. Assign jobs to each member

   Lawyer_____

   Recorder_____

   Lab Techs_____

   _____

   Interviewer_____

3. Badges

Design a badge using your team name and a logo. Be sure to include your personal name and hour on the badge. Draw your badge below.

These badges must be worn AT ALL TIMES during this project. We will provide paper and markers and laminate the badges for each team. Cord will be provided for around the neck wearing period. They may be left in the room each day.

Congratulations! You are now an official FZN Detective. Use your power wisely.

ARREST WARRANT

ISSUED BY

"MURDER THEY WROTE"

TO

_____

FOR THE MURDER OF

LINDA GAITHER

DETECTIVES_____

_____

_____

_____

_____

_____

_____

_____

END OF CASE REPORT

Date_____

Case Number_____

Detective_____
Detective_____
Detective_____
Detective_____
Detective_____

Suspect_____

Crime_____
Summarize briefly (Details, details, details—date, time, what, where, when, you get it?)

_____
_____
_____
_____
_____
(HINT—fill all the lines)

Means HOW (Method they commit crime—HOW did they do it?) For each item give us the proof---FACTS, HINT< HINT AGAIN—lab findings interview info.

_____
_____
_____
_____

Motive Why (Interviews mostly)

_____
_____
_____

Received by_____
Date_____Time_____
___Accepted
___Rejected
Received by_____
Date_____Time_____
___Accepted
___Rejected

BEST COPY AVAILABLE

GRAND JURY REPORT

Case Number_____ Date_____

Detective_____
Detective_____
Detective_____
Detective_____
Detective_____

____Suspect_____

____Crime_____

___When_____
___Where_____
___What_____

___Means (How)_____

Labs

____ _____
____ _____
____ _____
____ _____
____ _____

Interviews

___ _____
___ _____
___ _____
___ _____
___ _____

___ Motive-Why_____

Oral Presentation:

____Organized (20 points)
____Diligence on journal (15 points)
____Deduction (25 points)
____Clearly explained (20 points)
____All members present (20 points)

CONCLUSIONS

WHO_____

WHAT_____

WHEN_____

WHERE_____

HOW_____

WHY_____

OFFICERS_____

GROUP EVALUATION

Evaluator's Name_____

*Group Member Evaluated*_____*Job*_____

Scale 1-5 with 5 being the best, and 1 being the worst

_____Attendance (Take away 1 point per absence)

_____Worked on labs (How many?)

_____Worked on interviews (How?)

____Did assigned job

_____Was a team player

_____Overall performance

Written comments_____

_____

_____

_____

TEACHER

RESOURCES

ASSIGNMENT GUIDELINES—TEACHER

Details on the assignment

1. Interviews-
   Must do at least five. More are allowed, but no less.

2. Labs
   Must run 5 different labs—more details to follow.

3. Evaluation and Reports

4. Preliminary Assignments

   Divide into teams first
   Make badges, pick names, and set up journal
   English teacher—work on interview questions, recording data
   Science teacher—lab techniques, practice labs, (dry run)

5. Mind preparation (Deductive reasoning/critical thinking)
   Find the difference
   Just the facts
   That's my story
   Mindbender (the game)

6. Visit crime scene
   Provide preliminary police report
   Draw a picture with scale—details, details, details
   Write a verbal description in paragraph form
   Make a preliminary evidence list from scene

   NOTE: NEED to provide measuring devices and lines for written info.
   Video and pictures of crime scene available after visit.

7. Guided practice
   Check journal daily
   Must wear badges to leave room
   Keep ALL papers in journal especially lab results and interview info

8. THE LAST DAY—Issuing the warrant
   Model for students last day presentation
   Every member present and participate in presentation
   Do this in the back room, tape for reference (audio only)
   List of items needed
   1. End of Case Report
   2. Completed journal at the end of presentation
   3. Warrant

4. Group Evaluation

Options you can give the students:

1. Turn in a written copy of all their conclusions for comments from you; then second submission is oral
2. Every group make oral presentation 1 time
3. Could just accept written conclusions.

9. Winning presentation

Pick the best one or two groups to present their case before a judge (we use a principal) in front of all the students who participated.

Have the accused present for rebuttal or confession and arrest.

10. Post evaluation session

Meet with the classes to discuss pros and cons of the experience.

Get student input on what worked and what didn't and why

Was a good way to break the dependency that had developed between the two classes.

SOLVE THE CRIME FROM THE CLUES

When he was discovered dead, Mr. Kelley had a bullet hole in his thigh and a knife wound in his back.

Mr. Jones shot an intruder in his apartment building at 12:00 midnight.

The elevator operator reported to police that he had seen Mr. Kelley at 12:15 a.m.

The bullet taken from Mr. Kelley's thigh matched those used in the gun owned by Mr. Jones.

Only one bullet had been fired from Mr. Jones' gun.

When the elevator man saw Mr. Kelley, Mr. Kelley was bleeding slightly, but he did not seem too badly hurt.

A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.

The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.

Mr. Kelley had destroyed Mr. Jones' business by stealing his customers.

The elevator man saw Mr. Kelley's wife go to Mr. Scott's apartment at 11:30 p.m.

The elevator operator said that Mr. Kelley's wife frequently left the building with Scott.

Mr. Kelley's body was found in the park.

Mr. Kelley's body was found at 1:30.

Mr. Kelley had been dead for only hour when his body was found, according to the police report.

The elevator man saw Mr. Kelley go to Mr. Scott's room at 12:25 a.m.

It was obvious from the condition of Mr. Kelley's body that it had been dragged a long distance.

Miss Smith saw Mr. Kelley go to Mr. Jones' apartment at 11:55 p.m.

Mr. Kelley's wife disappeared after the murder.

Police were unable to locate Mr. Scott after the murder. When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared.

The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.

Miss Smith often followed Mr. Kelley.

Mr. Jones had told Mr. Kelley that he was going to kill him.

Mr. Kelley's bloodstains were found in Mr. Scott's car.

Mr. Kelley's bloodstains were found on the carpet in the hall outside Mr. Jones' apartment.

Miss Smith said that nobody left the apartment building between 12:25 and 12:45 a.m.

BEST COPY AVAILABLE

CAN YOU SOLVE THE CRIME?

1. Who was murdered?
2. Who was the murderer?
3. When was the murder?
4. Where was the murder?
5. What was the motive?
6. What was the murder weapon?

SUSPECT CLUES

L. Thro:

Met C. Cook for breakfast on the morning of Friday, May 2. If you are asked, you were to meet at 6:45, but C. was a little late, which is perfectly normal for her.

*If you are asked about the new wing on the building, tell them you believe the English Department deserves it. You may add anything else to your story.

S. Toll:

You don't know anything about the murder, but you have heard the Social Studies Department is going to get the new wing. This makes you very angry because English teachers deserve windows!!

You may embellish your story any way you wish.

J. Balsavias:

During your sixth hour class, you noticed that your favorite purple pen is missing. You are sure that St. Pierre took it because he is always stealing your pens. You asked St. Pierre for the pen back, but he swears he doesn't have it. You know better and are sure he has that pen somewhere!

*If you are asked about the new wing on the building, tell them you believe the English Department deserves it. You may add anything else to your story.

H. St. Pierre:

You are always at school by 6:45 so you know who is usually here early and you noticed that Ms. Cook was at school when you got there. You were shocked. Of all the teachers, she is never early. You swear you haven't seen Balsavias' purple pen—you hate purple!

*If they ask you about your conversation with J. Allen about being glad Mrs. Gaither is dead because maybe Science won't get your classroom now—stall. Tell them you didn't really mean it. You were having a bad day, etc., improvise as best you can. However, you do think English at least deserves the new wing, you're afraid you might have to travel next year.

W. Prakop:

You found a strange purple pen in your desk on Monday morning and you promptly turned it over to the police. You would never own a purple pen!

J. Jost:

You overheard H. St. Pierre talking to J. Allen in the hallway before school. He told Mr. Allen that Mrs. Gaither was supposed to get his classroom, so he is glad that Mrs. Gaither is gone. Maybe this way he will get to keep his classroom.

*Feel free to ad lib anything you wish. If they ask you about the new wing, tell them you feel your department deserves it.

T. Crogan:

You heard the side doors shut at about 6:40, but when you looked in the hall, you did not find anyone in the building.

*Feel free to add anything else you wish.

D. Sharkey:

You decided to sneak out of the faculty meeting early. You saw Mrs. Gaither headed down to the outdoor classroom. She had a paper bag in her hand and looked preoccupied.

*Feel free to add anything else you wish.

M. Chrisler, T. Kester, B. Brueggeman, K. Cornish & C. Hallemeier:

You were all late to the faculty meeting on Friday. While you were headed down the hall, you almost ran into Mrs. Gaither. She had a paper bag and a note in her hand. She seemed to be headed out the doors in the 100 hall, but she looked aggravated. She did not even stop to talk (which is unlike her); in fact she just looked right through you.

*Feel free to add anything else you wish.

E. Brown:

Yes you did tell Mrs. Doering you would do anything to get a room, but you certainly didn't mean murder. You would willingly teach freshman for the rest of your life to stay in one room with windows, but not kill someone. Although you did notice something strange the other day. Mr. St. Pierre, who is usually so quiet, was angry that the Science Department is taking his room away. As they say, "Still waters run deep!"

C. Guida:

If you are asked about finding a note from Mr. St. Pierre in your mailbox on Friday, tell them you did not receive a note.

D. Cocciola:

Mrs. Gaither was at the teachers' mailboxes right after school, so you stopped and asked her about the birds. She just mumbled something about an envelope in her hand and left the room.

*Feel free to embellish this story as you wish.

C. Cook:

You went by your mailbox before you went to your sixth hour (you were a few minutes late) and noticed Mr. St. Pierre by the "G" section of the mailboxes. You asked him what he needed, and he looked a little startled. He said he was leaving a note for Mrs. Guida, so you thought nothing of it.

—

- If they ask you about being late for breakfast with Mrs. Thro, tell them you overslept, so you were about 15 minutes late.
- If they ask you about Mr. St. Pierre claiming you were at school at 6:45 a.m. on Friday, tell them you were not at school then. You never get to school early—he must have seen someone else.
- You may embellish you story if you wish, just don't give them that extra information unless they ask for it.

D. Tharp:

You sure were glad those birds were missing—even if it was only for one day. Maybe Mr. Brennen will take them home for good now. Mrs. Gaither always brought them into class—they disrupted everyone. You really did not hear or see anything unusual on Friday, although Mrs. Gaither was talking about the plans to expand the Science classes into the English hall.

*Feel free to add anything else you wish.

S. Doering:

On the way to the faculty meeting on Friday, Ms. Brown told you she would do anything to get a new classroom in the new wing. She hates to travel and use other teacher's classrooms. But Ms. Brown also heard there is a chance that Social Studies will get that wing instead. You agree with Ms. Brown, the English Department deserves to have the new wing.

*Feel free to embellish this story as you wish.

J. Gibbs:

You ran into Mrs. Gaither (literally) after school on Friday. You opened the door to the teachers lounge and she was walking out. She looked right through you and didn't even apologize for almost running you over. You asked about the birds, and she didn't even answer.

*Feel free to embellish this story as you wish.

THAT'S MY STORY AND I'M STICKING TO IT

QUESTIONS

1. Describe the sex and hair color of each criminal.
2. What color and type clothing did the criminal(s) wear?
3. Did the criminal have a weapon? If so, describe it.
4. Describe the crime and the place where it was committed.
5. Did you hear any conversation during the crime? Write it down.
6. Describe any other features of the criminal.

TEACHER NOTES FOR "THAT'S MY STORY"

Objective: To demonstrate to students how various people view the same event differently.

Time: 15-20 minutes. The first three to five minutes for the criminal to run into the room and commit the crime. The last twelve to seventeen minutes for each student to fill out the questionnaire—WITHOUT communicating with the other "witnesses".

Procedure: During one of the early days of the project have another staff member (who is disguised) run into the classroom, grab your notebook, and yell "Give me that", and run out again. Immediately hand out the questionnaire and have each student answer all the questions from what they saw and heard. No discussion.

Collect all papers and read off the answers. Then have a discussion about the reliability of "eye-witnesses".

Suggestion: Bring disguises (old clothes, wigs, ties, etc.) from home for your suspects to use. Have a different person each hour and give general guidelines but not specifics so that each hour is different and the students cannot compare notes.

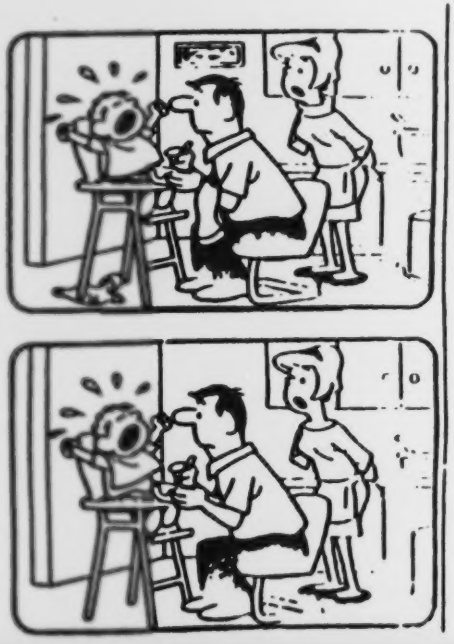
3

2.

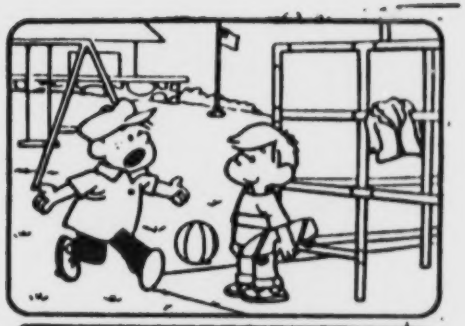
1.

6.

5.
WHAT'S THE DIFF


4.

8.



9.

10

11

12

WHAT'S THE DIFF - ANSWER KEY

1.

WHAT'S THE DIFF: 1. Earflap on boy's cap is shorter. 2. His mitten is missing. 3. Girl's lunchbox is missing. 4. Zipper is missing from her sweater. 5. Trash basket is missing. 4. Numbers and letters on the license plate have been changed.

2.

WHAT'S THE DIFF?: 1. Awning edge is shorter. 2. Bottle is now a glass. 3. Fireplug is missing. 4. Parking meter is missing. 5. Dog's tail is shorter. 6. Car's bumper is shorter.

3.

WHAT'S THE DIFF?: 1. Wall chart is shorter. 2. Envelope is missing. 3. Standing man's right hand is moved. 4. His tie is now a bow tie. 5. Pocket is missing from his jacket. 6. Picture is missing.

4.

WHAT'S THE DIFF?: 1. Picture is missing. Bib is shorter. 3. Spilled glass is missing. 4. Towel is missing. 5. Woman's neckline is different. 6. Bowl (on counter) is smaller.

5.

Differences: 1. Bird is missing. 2. Man's foot is moved. 3. Picture is missing from newspaper. 4. Man's elbow is moved. 5. Report card is moved. 6. Boy's cap is missing.

6. 1. hat has 2 feathers 2. package missing a bow 3. sweater neck is "V" 4. coat is shorter 5. hat box is smaller 6. lamp shade is more narrow.

7.

WHAT'S THE DIFF: 1. The leaves on the tree are fuller. 2. The boy's cap is missing. 3. The kiddie pool is missing. 4. The whistle is missing. 5. The shovel has been moved. 6. The door has two panels. 6. The picnic basket is smaller.

8.

WHAT'S THE DIFF: 1. Swing changed to rings. 2. Flag is missing. 3. Skateboard is missing. 4. Ball is missing. 5. Jacket is missing. 6. Boy's arm is moved.

9.

WHAT'S THE DIFF: 1. Fishing pole is missing. 2. Truck is missing. 3. Top of woman's bathing suit curves. 4. Trash can is missing. 5. Lighthouse is smaller and the top has been cut off. Also, there are more lines on it. 6. Picnic basket is smaller.

10.

WHAT'S THE DIFF: 1. Fence top is flat. 2. Charcoal is missing. 3. Cloud is smaller. 4. Steak is smaller. 5. Fork is smaller. 6. Apron is shorter.

11.

WHAT'S THE DIFF?: 1. Bag of clubs is missing. 2. Glove is missing. 3. Number is reversed. 4. Flag is smaller. 5. Sand trap is missing. 6. Putter handle is shorter.

12.

WHAT'S THE DIFF?: 1. Jack-o'-lantern is missing. 2. Boy's cap is reversed. 3. Snake is shorter. 4. Fence is shorter. 5. Basketball hoop is missing. 6. Girl's arm is moved

BEST COPY AVAILABLE

"What's the Diff?"

#1

Find at least six differences in details between panels.

#3

Find at least six differences in details between panels.

#2

Find at least six differences in details between panels.

#4

Find at least six differences in details between panels.

BEST COPY AVAILABLE

"What's the Diff?"
. Answer Key

1. What's the Diff?: 1. Picture has been added. 2. Boy's sleeve is different. 3. Man has a bow tie. 4. Napkin dispenser is larger. 5. Number of flavors has changed. 6. Partial window sign is missing.

2. What's the Diff?: 1. Cloud has moved. 2. Sunglasses have been added. 3. License plate is missing. 4. Dog's leash is longer. 5. Birds have been added. 6. Cactus is closer.

3. What's the Diff? 1. Girl's bow is missing. 2. Tree limb has been added. 3. Boy's shirt has stripe. 4. Sign is different. 5. Treehouse roof is different. 6. Tree steps are gone.

4. What's the Diff?: 1. Baseball has been added. 2. Building is gone. 3. Catcher's shoes are different. 4. Fence has been repaired. 5. Pitcher's pants are longer. 6. Boy's hat is different.

BEST COPY AVAILABLE

JUST THE FACTS, MA'AM
ADAPTED STORIES

Jack and Jill went up the hill,
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

The Jack got up and off did trot,
As fast as he could caper,
To old Dame Dobb who patched his nob
With vinegar and brown paper.

TRUE FALSE ?????

_____ _____ _____ 1. Jack carried the pail.
_____ _____ _____ 2. Jack and Jill were brother and sister.
_____ _____ _____ 3. Jill tripped over Jack.
_____ _____ _____ 4. Jack fell down first.
_____ _____ _____ 5. Jack was wearing his crown on his head.

A girl brought a cat into the house. The mother heard a loud crash. The cat ran out of the kitchen. The mother told her daughter the cat could not stay.

TRUE FALSE ?????

_____ _____ _____ 1. The cat belonged to the girl.
_____ _____ _____ 2. The cat broke something in the kitchen.
_____ _____ _____ 3. A girl brought a dog home.
_____ _____ _____ 4. The cat belonged to the daughter.
_____ _____ _____ 5. The story tells about two people.
_____ _____ _____ 6. The mother heard a loud crash.

A business man had just turned off the lights in the store when a man appeared and demanded money. The owner opened the cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

TRUE	FALSE	?????	
------	-------	_____	1. A man appeared after the owner had turned off the lights.
-------	--------	_____	2. The robber was a man.
-------	--------	_____	3. A man did not demand money.
-------	--------	_____	4. The man who opened the cash register was the owner.
--------	--------	_____	5. The store owner scooped up the contents of the cash register.
--------	---------	_____	6. Someone opened a cash register.
--------	---------	_____	7. After the man who demanded money scooped up the contents of the cash register, he ran away.
------	-------	_____	8. While the cash register contained money, the story did not state how much.
------	---------	_____	9. The robber demanded money of the worker.
------	---------	_____	10. The story concerns a series of events in which only three persons are referred to : the owner of the store, a man who demanded money, and a member of the police force.
------	--------	_____	11. The following events were included in the story: someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store.

The first scientist appeared at the door and said, "I've come for them." Carefully the test tubes were set down. The reply came: "They're not ready." A few minutes later, a loud noise could be heard. The first scientist rushed away, glancing to see if anyone was watching and muttering, "I've got to give them the slip!"

TRUE	FALSE	?????	
_____	_____	____	1. The first scientist is a man.
_____	_____	_____	2. There are two scientists in the story.
_____	_____	_____	3. The first scientist came for the test tubes.
_____	_____	_____	4. The test tubes weren't ready.
_____	_____	_____	5. The scientist was doing an experiment.
_____	_____	_____	6. A loud noise came from the room.
_____	_____	_____	7. The first scientist ran away.
_____	_____	_____	8. A murder was committed.
_____	_____	_____	9. The first scientist did it.

The bell had just rung. A woman stood in the classroom. The lights were turned off. Just then, a child appeared to receive a treat. The teacher told the child all the treats were gone.

TRUE	FALSE	????	
_____	_____	_____	1. The child was a boy.
_____	_____	_____	2. The teacher turned off the lights.
_____	_____	_____	3. It was Friday.
_____	_____	_____	4. The woman said the treats were gone.

POINTS FOR MURDER THEY WROTE
TEAM NAME_____

Daily Journal Content 10	Interviews Content 10	Labs Correct 10 points
3/31	1	1
4/1	2	2
4/6	3	3
4/7	4	4
4/8	5	5
4/9	6	6
4/12	7	7
4/13	8	
4/14	9	
4/15	10	
4/16	11	
4/19	12	
4/20	13	
4/21	14	
4/22	15	
4/23		
4/26		
4/27		
4/28		
4/29		
TITLES:		
Lawyer		
Recorder		
Lab Technician		
Lab Technician		
Interviewer		
Preliminary Work 10 ea.		
Badges		
Journal cover		
Group name		
Making teams		
Just the facts		
Find the difference	**Notes**	**Total points**
		Journal
Crime Scene (50)		Preliminary Work
Drawing (25)		Crime Scene
Verbal Description (25)		Written Report
		Interviews
Written Report		Labs
Organized (20)		
Deductions (20)		
Clearly explained (20)		
Diligence on written (20)		
Badges (20)		
Journal Cover (20)		

BEST COPY AVAILABLE

THE "HOW TO'S"

OF THE

CRIME

MURDER THEY WROTE

TEACHER LETTER

Dear fellow teachers:

It's time! Murder is in the air again. I have some new co-workers who are willing to take the plunge into Murder They Wrote. We are aiming for the end of April for our next crime and would like to enlist your aid once again.

Ideas are flying and we would love to hear your ideas. Please write them down on the back of this announcement and put them in my mailbox.

One idea I'm working on is limiting times any one group can ask one person questions. My thoughts include a ticket system or coupons that students will use and visits will be limited to 3 times per teacher maximum. Your ideas are welcome.

If you are willing to be a witness, suspect, victim or murderer please sign below with the proper box checked. Witnesses just see or hear something. Suspects will do fingerprints and possibly by a murderer. Victim and murderer are self-explanatory. Thank you so very much for helping with this unit—the students really do enjoy this whole process.

Thanks, Linda Gaither

_____Suspect

_____Witness

_____Victim

_____Murderer

_____Name

_____Discipline and Room Number

MURDER THEY WROTE SUSPECT SURVEY

Please take just a few minutes to complete this survey.

Name_____

1. What is your shoe size? _____
2. What is your height? _____
3. What brand of gum do you chew? _____
4. What snack do you most eat around school? _____
5. What soda do you drink? _____
6. On average, what time do you arrive at school? _____
7. What time do you usually leave in the afternoon? _____
8. Do you have a favorite pen or pencil brand? If so, what is it? _____
9. Do you have any unusual hobbies? _____
10. Would you be willing to give us a hand or fingerprint? _____
11. What hour is your plan? _____
12. Did you ever have Mr. Marion in class when he was a student? _____
13. Women only: What color lipstick do you wear? _____
14. What plants, if any do you have in your room? _____

Thank you for your time. We will have a list of information for you to give the students when they interview you. We appreciate all of your help. We couldn't do this without you!

Linda & Angie

MURDER THEY WROTE SUSPECT LIST

WITNESSES/PRIME SUSPECTS

R. Pulse
Goode
Allen
Jones
Jost
Gibbs
Zahn
Stille
Sutton
Simms
Bockhorst
Backer
Balsavias

Crisler
Kester
Brown
Toll
Shrum
Prakop
Signorio
Cope
Ballentyne
Brennon
Tharp
Cook
Crogan

Mullins
Walton
Brueggeman
Brothers
Cornish
Hallemeyer
Sharkey
Baldwin
Meyer
Doering
Thro
St. Pierre
Cocciola

CLUES

L. Thro:

Met C. Cook for breakfast on the morning of Friday, May 2nd. If you are asked, you were to meet at 6:45, but Ms. Cook was a little late. This is perfectly normal for her.

*If you are asked about the new wing on the building, tell them you believe the English Department deserves it. You may add anything else to your story.

S. Toll:

You don't know anything about the murder, but you have heard the Social Studies Department is going to get the new wing. This makes you very angry because English teachers deserve windows!!!

*You may embellish your story any way you wish.

J. Balsavias:

During your sixth hour class, you noticed that your favorite purple pen is missing. You are sure that St. Pierre took it because he is always stealing your pens. You asked Henry for the pen back, but he swears he doesn't have it. You know better and are sure he has that pen somewhere!

*If you are asked about the new wing on the building, tell them you believe the English Department deserves it. You may add anything else to your story.

H. St. Pierre:

You are always at school by 6:45, so you know who is usually here early and you noticed that Miss Cook was at school when you got there. You were shocked. Of all the teachers, she is never early. You swear you haven't seen Balsavias' purple pen—you hate purple!

*If they ask you about your conversation with J. Allen about being glad Mrs. Gaither is dead because maybe Science won't get your classroom now—stall. Tell them you didn't really mean it. You were having a bad day, etc., improvise as best you can. However, you do think English at least deserves the new wing; you're afraid you might have to travel next year!

W. Prakop:

You found a strange purple pen in your desk on Monday morning and you promptly turned it over to the police. You would never own a purple pen!

J. Jost:

You overheard H. St. Pierre talking to J. Allen in the hallway before school. He told Mr. Allen that Mrs. Gaither was supposed to get his classroom, so he is glad that Mrs. G. is gone. Maybe this way he will get to keep his room.

*Feel free to ad lib anything you wish. If they ask you about the new wing, tell them you feel your department deserves it.

J. Allen:

If they ask you about your conversation with H. St. Pierre, tell them that H. did not really mean he was glad Mrs. Gaither was dead. He was having a terrible day. He had his first argument with his wife over room space, and it just carried over to work. Besides, H. St. Pierre is claustrophobic and is afraid he will get a room without windows. The Social Studies Department deserves those new classrooms anyway because the English Department *always* gets its' way.

*Feel free to ad lib as much as you wish.

T. Brennan:

You were running a new route for cross-country and saw an unusual color green at the pond. You ran over and found Mrs. Gaither face down in the pond. Of course you were concerned, so you turned her over and checked for a pulse. Unfortunately, there was not one. You called the police right away. You noticed a note still crumpled in her hand and assumed it had something to do with her missing birds. You did find it and put it back in her old room (after all, those birds are yours). It sure is a shame. Mrs. Gaither was looking forward to moving to Room 417 next year, so she could have her own classroom for Applied Biology and Chemistry.

*Feel free to add anything else you wish.

B. Bockhorst:

There was a light on in Mrs. Gaither's room at 6:30 a.m. on Friday, May 2, but her car was not in the parking lot. The birds seemed unusually quiet.

*Feel free to add anything else you wish.

S. Ballantyne:

You heard noisy birds during 0 hour. You assumed they were just outside, but it did make you think of Mrs. Gaither's finches.

*Feel free to add anything else you wish.

T. Jones:

Since you are a traveling teacher, you have noticed some tension between the Social Studies and English Departments. You are very glad to be leaving the confusion about the new wing behind because you are staying at South High next year. All these teachers seem to overreact.

*Feel free to embellish the story as you wish.

J. Baldwin:

You don't know anything about Mrs. Gaither, but you are sure it was an accident. North High had the nicest faculty, no one would ever purposely kill someone else.

K. Signorio:

You went by Mrs. Gaither's room on Thursday after school to have her sing some papers. She was stressed because she couldn't find her hypertension medication, and she was certain that she had brought it to school that day. She had over ½ of the bottle left and didn't want to pay for another prescription.

C. Bacher, J. Mullins and L. Walton:

Although you all think this is the greatest tragedy ever at Fort Zumwalt North High School, you have neither seen nor heard anything unusual.

T. Crogan:

You heard the side doors shut at about 6:40, but when you looked in the hall, you did not find anyone in the building.

*Feel free to add anything else you wish.

D. Sharkey:

You decided to sneak out of the faculty meeting early. You saw Mrs. Gaither headed down to the outdoor classroom. She had a paper bag in her hand and looked preoccupied.

*Feel free to add anything else you wish.

M. Chrisler, T. Kester, B. Brueggeman, K. Cornish & C. Hallemeier:

You were all late to the faculty meeting on Friday. While you were headed down the hall, you almost ran into Mrs. Gaither. She had a paper bag and a note in her hand.

She seemed to be headed out the doors in the 100 hall, but she looked aggravated. She did not even stop to talk (which is unlike her); in fact she just looked right through you.

*Feel free to add anything else you wish.

C. Cook:

You went by your mailbox before you went to your sixth hour (you were a few minutes late) and noticed Mr. St. Pierre by the "G" section of the mailboxes. You asked him what he needed, and he looked a little startled. He said he was leaving a note for Mrs. Guida, so you thought nothing of it.
IF they ask you about being late for breakfast with Mrs. Thro, tell them you overslept, so you were about 15 minutes late.
IF they ask you about Mr. St. Pierre claiming you were at school at 6:45 a.m. on Friday, tell them you were not at school then. You never get to school early—he must have seen someone else.
*You may embellish your story if you wish. Just don't give them that extra information unless they ask for it.

E. Brown:

Yes you did tell Mrs. Doering you would do anything to get a room, but you certainly didn't mean murder. You would willingly teach freshmen for the rest of your life to stay in one room with windows, but not kill someone. Although you did notice something strange the other day. Mr. St. Pierre, who is unusually so quiet, was angry that the Science Department is taking his room away. As they say,
"Still waters run deep!"

*Feel free to embellish this story as you wish.

C. Guida:

If you are asked about finding a note from Mr. St. Pierre in your mailbox on Friday, tell them you did not receive a note.

NOTES

1ST NOTE

Want the birds? Buy ½ pint of Werther's Originals by 2:38 TODAY. I'm ready to deal.

ANNOUNCEMENT

To Bird thief: Mrs. G. has the candy. Tell her where and when. No consequences and no deals.

CORONER'S REPORT

Date: Friday, May 2, 1997

Location of crime: FZN, Outdoor Classroom

Estimated Time of Death: Between 2:48 p.m. and 5:32 p.m.

Officers: Detective Clancy and Detective Wells

A body identified as Linda Gaither, Science teacher at FZN High School, was found at 5:32 p.m. on Friday, May 2, 1997 in a prone position dorsal side up at the Fort Zumwalt North High School Outdoor Classroom. The body was discovered by a Terrance Brennan, also a teacher at FZN, who stated he was running out a new cross country trail and noticed the green color by the pond. He approached and saw it was a body whose face was under water. He stated that he turned the body over, checked for a pulse, and discovered it was Mrs. Gaither. He called the police.

The victim was wearing black stretch pants, a green pullover tee shirt with the FZN logo on the left front, black socks and white tennis shoes.

The preliminary exam suggests drowning as a possible cause of death. There was no external trauma found on the body and no bruising was apparent—suggesting a quick death. The evidence suggests the victim was unconscious before her face entered the water.

The cause of death is pending an autopsy and further investigation by the police due to the unusual findings at the scene.

Post Script: The kidnapped birds were found at the scene.

MURDER THEY WROTE
THE TRUTH

It all started when the architects decided in favor of a new wing instead of adding on the end of the science hallway. Immediately plots began to secure the wing for specific departments. English wasted the wing because English needs windows. But social studies also wanted the wing because they always come up short.

The problem began when the work got out that Applied Biology and Chemistry (Mrs. Gaither) gets rooms 415-417 for new labs, thus setting the stage to rid the FZN world of one science teacher and get away with it.

Step one. Obtain some of Mrs. Gaither's blood pressure medicine. One sly teacher discovered that Covera causes the blood pressure to drop, and possible fainting. AHA—the plot thickens. Under the guise of visiting the birds our suspect lifted the prescription bottle from Mrs. Gaither's desk Thursday May 1st after school.

Step two. To build a frame, steal Ms. Balsavius's purple pen and use it for all correspondence with Mrs. G. Our suspect already knows about the problem Ms. Balsavius had with Mr. St. Pierre stealing her purple pens. They share Room 416.

The first wall of the frame has now been formed!

Step three. Get Mrs. Gaither in some secluded place and "Knock her out" while framing someone else. Knowing Mrs. Gaither's love for the birds, our suspect decided on a kidnapping scheme. Swipe the birds before school on Friday, May 2nd and leave a note using the purple pen. "Want the birds—buy a ½ ping of Werther's Originals by 2:38 today. I'm ready to deal."

The second wall of the frame has now been formed!

Step four. Set the scene at the outdoor classroom. Walk around the area wearing size 12 men's shoes. Have a Dr. Pepper laced with Covera sitting by the Little House on the Prairie (birdhouse at outdoor classroom) as a peace offering. When she passes out place her by the water. The stage is set to place St. Pierre at the scene.

The third wall of the frame has now been formed!

Now, the last wall of the frame. Sneaking the bag of Werther's into St. Pierre's closet in Room 416.

Our suspect things everything is covered. All that is necessary now is to get the rumors going about St. Pierre hating losing his room to science—especially Mrs. Gaither.

THE CONFESSION

She wasn't supposed to die. I just wanted it to look like St. Pierre tried to kill her so social studies could get the new wing. I took the birds and hid them at the outdoor classroom, down by the pond. When Mrs. Gaither showed up there was a Dr. Pepper sitting on the birdcage and I was hiding down the other path watching. She drank the soda and looked around. When she passed out, I hear someone coming and ran away. She must have fallen face down in the pond and drowned before Brennan got there. It was an accident, I just wanted to frame St. Pierre and get the new wing for us.

C. Cook

ANNOUNCEMENT

On May 13, 1997 at 2:20 p.m., Ms. Cook was arrested for the murder of Mrs. Gaither. After extensive investigation the detectives exposed the entire plot. Ms. Cook stole the birds and framed Mr. St. Pierre so that the Social Studies Department could get the new wing of the building. Respectfully submitted by Judge Helms.

MURDER THEY WROTE

TEACHER LETTER

Dear fellow teachers:

It's time! Murder is in the air again. I have some new co-workers who are willing to take the plunge into Murder They Wrote. We are aiming for the end of April for our next crime and would like to enlist your aid once again.

Ideas are flying and we would love to hear your ideas. Please write them down on the back of this announcement and put them in my mailbox.

One idea I'm working on is limiting times any one group can ask one person questions. My thoughts include a ticket system or coupons that students will use and visits will be limited to 3 times per teacher maximum. Your ideas are welcome.

If you are willing to be a witness, suspect, victim or murderer please sign below with the proper box checked. Witnesses just see or hear something. Suspects will do fingerprints and possibly by a murderer. Victim and murderer are self-explanatory. Thank you so very much for helping with this unit—the students really do enjoy this whole process.

Thanks, Linda Gaither

_____Suspect

_____Witness

_____Victim

_____Murderer

_____Name

_____Discipline and Room Number

MURDER THEY WROTE SUSPECT SURVEY

Please take just a few minutes to complete this survey.

Name_____

1. What is your shoe size? _____
2. What is your height? _____
3. What brand of gum do you chew? _____
4. What snack do you most eat around school? _____
5. What soda do you drink? _____
6. On average, what time do you arrive at school? _____
7. What time do you usually leave in the afternoon? _____
8. Do you have a favorite pen or pencil brand? If so, what is it? _____
9. Do you have any unusual hobbies? _____
10. Would you be willing to give us a hand or fingerprint? _____
11. What hour is your plan? _____
12. Did you ever have Mr. Marion in class when he was a student? _____
13. Women only: What color lipstick do you wear? _____
14. What plants, if any do you have in your room? _____

Thank you for your time. We will have a list of information for you to give the students when they interview you. We appreciate all of your help. We couldn't do this without you!

Linda & Angie

MURDER THEY WROTE SUSPECT LIST

WITNESSES/PRIME SUSPECTS

R. Pulse
Goode
Allen
Jones
Jost
Gibbs
Zahn
Stille
Sutton
Simms
Bockhorst
Backer
Balsavias

Crisler
Kester
Brown
Toll
Shrum
Prakop
Signorio
Cope
Ballentyne
Brennon
Tharp
Cook
Crogan

Mullins
Walton
Brueggeman
Brothers
Cornish
Hallemeyer
Sharkey
Baldwin
Meyer
Doering
Thro
St. Pierre
Cocciola

CLUES

L. Thro:

Met C. Cook for breakfast on the morning of Friday, May 2nd. If you are asked, you were to meet at 6:45, but Ms. Cook was a little late. This is perfectly normal for her.

*If you are asked about the new wing on the building, tell them you believe the English Department deserves it. You may add anything else to your story.

S. Toll:

You don't know anything about the murder, but you have heard the Social Studies Department is going to get the new wing. This makes you very angry because English teachers deserve windows!!!

*You may embellish your story any way you wish.

J. Balsavias:

During your sixth hour class, you noticed that your favorite purple pen is missing. You are sure that St. Pierre took it because he is always stealing your pens. You asked Henry for the pen back, but he swears he doesn't have it. You know better and are sure he has that pen somewhere!

*If you are asked about the new wing on the building, tell them you believe the English Department deserves it. You may add anything else to your story.

H. St. Pierre:

You are always at school by 6:45, so you know who is usually here early and you noticed that Miss Cook was at school when you got there. You were shocked. Of all the teachers, she is never early. You swear you haven't seen Balsavias' purple pen—you hate purple!

*If they ask you about your conversation with J. Allen about being glad Mrs. Gaither is dead because maybe Science won't get your classroom now—stall. Tell them you didn't really mean it. You were having a bad day, etc., improvise as best you can. However, you do think English at least deserves the new wing; you're afraid you might have to travel next year!

W. Prakop:

You found a strange purple pen in your desk on Monday morning and you promptly turned it over to the police. You would never own a purple pen!

J. Jost:

You overheard H. St. Pierre talking to J. Allen in the hallway before school. He told Mr. Allen that Mrs. Gaither was supposed to get his classroom, so he is glad that Mrs. G. is gone. Maybe this way he will get to keep his room.

*Feel free to ad lib anything you wish. If they ask you about the new wing, tell them you feel your department deserves it.

J. Allen:

If they ask you about your conversation with H. St. Pierre, tell them that H. did not really mean he was glad Mrs. Gaither was dead. He was having a terrible day. He had his first argument with his wife over room space, and it just carried over to work. Besides, H. St. Pierre is claustrophobic and is afraid he will get a room without windows. The Social Studies Department deserves those new classrooms anyway because the English Department *always* gets its' way.

*Feel free to ad lib as much as you wish.

T. Brennan:

You were running a new route for cross-country and saw an unusual color green at the pond. You ran over and found Mrs. Gaither face down in the pond. Of course you were concerned, so you turned her over and checked for a pulse. Unfortunately, there was not one. You called the police right away. You noticed a note still crumpled in her hand and assumed it had something to do with her missing birds. You did find it and put it back in her old room (after all, those birds are yours). It sure is a shame. Mrs. Gaither was looking forward to moving to Room 417 next year, so she could have her own classroom for Applied Biology and Chemistry.

*Feel free to add anything else you wish.

B. Bockhorst:

There was a light on in Mrs. Gaither's room at 6:30 a.m. on Friday, May 2, but her car was not in the parking lot. The birds seemed unusually quiet.

*Feel free to add anything else you wish.

S. Ballantyne:

You heard noisy birds during 0 hour. You assumed they were just outside, but it did make you think of Mrs. Gaither's finches.

*Feel free to add anything else you wish.

T. Jones:

Since you are a traveling teacher, you have noticed some tension between the Social Studies and English Departments. You are very glad to be leaving the confusion about the new wing behind because you are staying at South High next year. All these teachers seem to overreact.

*Feel free to embellish the story as you wish.

J. Baldwin:

You don't know anything about Mrs. Gaither, but you are sure it was an accident. North High had the nicest faculty, no one would ever purposely kill someone else.

K. Signorio:

You went by Mrs. Gaither's room on Thursday after school to have her sing some papers. She was stressed because she couldn't find her hypertension medication, and she was certain that she had brought it to school that day. She had over ½ of the bottle left and didn't want to pay for another prescription.

C. Bacher, J. Mullins and L. Walton:

Although you all think this is the greatest tragedy ever at Fort Zumwalt North High School, you have neither seen nor heard anything unusual.

T. Crogan:

You heard the side doors shut at about 6:40, but when you looked in the hall, you did not find anyone in the building.

*Feel free to add anything else you wish.

D. Sharkey:

You decided to sneak out of the faculty meeting early. You saw Mrs. Gaither headed down to the outdoor classroom. She had a paper bag in her hand and looked preoccupied.

*Feel free to add anything else you wish.

M. Chrisler, T. Kester, B. Brueggeman, K. Cornish & C. Hallemeier:

You were all late to the faculty meeting on Friday. While you were headed down the hall, you almost ran into Mrs. Gaither. She had a paper bag and a note in her hand.

She seemed to be headed out the doors in the 100 hall, but she looked aggravated. She did not even stop to talk (which is unlike her); in fact she just looked right through you.

*Feel free to add anything else you wish.

C. Cook:

You went by your mailbox before you went to your sixth hour (you were a few minutes late) and noticed Mr. St. Pierre by the "G" section of the mailboxes. You asked him what he needed, and he looked a little startled. He said he was leaving a note for Mrs. Guida, so you thought nothing of it.
IF they ask you about being late for breakfast with Mrs. Thro, tell them you overslept, so you were about 15 minutes late.
IF they ask you about Mr. St. Pierre claiming you were at school at 6:45 a.m. on Friday, tell them you were not at school then. You never get to school early—he must have seen someone else.
*You may embellish your story if you wish. Just don't give them that extra information unless they ask for it.

E. Brown:

Yes you did tell Mrs. Doering you would do anything to get a room, but you certainly didn't mean murder. You would willingly teach freshmen for the rest of your life to stay in one room with windows, but not kill someone. Although you did notice something strange the other day. Mr. St. Pierre, who is unusually so quiet, was angry that the Science Department is taking his room away. As they say,
"Still waters run deep!"

*Feel free to embellish this story as you wish.

C. Guida:

If you are asked about finding a note from Mr. St. Pierre in your mailbox on Friday, tell them you did not receive a note.

NOTES

1ST NOTE

Want the birds? Buy ½ pint of Werther's Originals by 2:38 TODAY. I'm ready to deal.

ANNOUNCEMENT

To Bird thief: Mrs. G. has the candy. Tell her where and when. No consequences and no deals.

CORONER'S REPORT

Date: Friday, May 2, 1997

Location of crime: FZN, Outdoor Classroom

Estimated Time of Death: Between 2:48 p.m. and 5:32 p.m.

Officers: Detective Clancy and Detective Wells

A body identified as Linda Gaither, Science teacher at FZN High School, was found at 5:32 p.m. on Friday, May 2, 1997 in a prone position dorsal side up at the Fort Zumwalt North High School Outdoor Classroom. The body was discovered by a Terrance Brennan, also a teacher at FZN, who stated he was running out a new cross country trail and noticed the green color by the pond. He approached and saw it was a body whose face was under water. He stated that he turned the body over, checked for a pulse, and discovered it was Mrs. Gaither. He called the police.

The victim was wearing black stretch pants, a green pullover tee shirt with the FZN logo on the left front, black socks and white tennis shoes.

The preliminary exam suggests drowning as a possible cause of death. There was no external trauma found on the body and no bruising was apparent—suggesting a quick death. The evidence suggests the victim was unconscious before her face entered the water.

The cause of death is pending an autopsy and further investigation by the police due to the unusual findings at the scene.

Post Script: The kidnapped birds were found at the scene.

MURDER THEY WROTE
THE TRUTH

It all started when the architects decided in favor of a new wing instead of adding on the end of the science hallway. Immediately plots began to secure the wing for specific departments. English wasted the wing because English needs windows. But social studies also wanted the wing because they always come up short.

The problem began when the work got out that Applied Biology and Chemistry (Mrs. Gaither) gets rooms 415-417 for new labs, thus setting the stage to rid the FZN world of one science teacher and get away with it.

Step one. Obtain some of Mrs. Gaither's blood pressure medicine. One sly teacher discovered that Covera causes the blood pressure to drop, and possible fainting. AHA—the plot thickens. Under the guise of visiting the birds our suspect lifted the prescription bottle from Mrs. Gaither's desk Thursday May 1st after school.

Step two. To build a frame, steal Ms. Balsavius's purple pen and use it for all correspondence with Mrs. G. Our suspect already knows about the problem Ms. Balsavius had with Mr. St. Pierre stealing her purple pens. They share Room 416.

The first wall of the frame has now been formed!

Step three. Get Mrs. Gaither in some secluded place and "Knock her out" while framing someone else. Knowing Mrs. Gaither's love for the birds, our suspect decided on a kidnapping scheme. Swipe the birds before school on Friday, May 2nd and leave a note using the purple pen. "Want the birds—buy a ½ ping of Werther's Originals by 2:38 today. I'm ready to deal."

The second wall of the frame has now been formed!

Step four. Set the scene at the outdoor classroom. Walk around the area wearing size 12 men's shoes. Have a Dr. Pepper laced with Covera sitting by the Little House on the Prairie (birdhouse at outdoor classroom) as a peace offering. When she passes out place her by the water. The stage is set to place St. Pierre at the scene.

The third wall of the frame has now been formed!

Now, the last wall of the frame. Sneaking the bag of Werther's into St. Pierre's closet in Room 416.

Our suspect things everything is covered. All that is necessary now is to get the rumors going about St. Pierre hating losing his room to science—especially Mrs. Gaither.

THE CONFESSION

She wasn't supposed to die. I just wanted it to look like St. Pierre tried to kill her so social studies could get the new wing. I took the birds and hid them at the outdoor classroom, down by the pond. When Mrs. Gaither showed up there was a Dr. Pepper sitting on the birdcage and I was hiding down the other path watching. She drank the soda and looked around. When she passed out, I hear someone coming and ran away. She must have fallen face down in the pond and drowned before Brennan got there. It was an accident, I just wanted to frame St. Pierre and get the new wing for us.

C. Cook

ANNOUNCEMENT

On May 13, 1997 at 2:20 p.m., Ms. Cook was arrested for the murder of Mrs. Gaither. After extensive investigation the detectives exposed the entire plot. Ms. Cook stole the birds and framed Mr. St. Pierre so that the Social Studies Department could get the new wing of the building. Respectfully submitted by Judge Helms.

ORIGINAL

LABS

BEST COPY AVAILABLE

PAPER CHROMATOGRAPHY

Process used to separate pigments. This can be used on ink as well as plant stain quite effectively.

METHOD:

1. Label paper chromatography strips to identify origin of the sample.

2. Draw a light pencil line across the paper about 1.5 – 3 cm up from the bottom. This will mark your point of origin.

3. If you are testing an ink pen: Make a dark dot with the selected pen on the pencil line but near the middle. Be sure to mark in the same spot several times to make the dot real dark.

   If you are testing plant pigment: Lay the leaf or petal in question on top of the chromatography paper and rub a dime slowly and firmly across the tissue, causing bruising and some pigment to be left on the paper.

4. Since you do not know if the sample is water or alcohol soluble, make two samples and test in both. (Hint: Plant pigment is only soluble in alcohol.)

TO PREPARE TEST LIQUIDS: Pour 2 cm of water or alcohol into the glass cylinder provided.

5. Slowly and carefully lower the test strip into the cylinder until it rests on the bottom. DO NOT ALLOW THE DOT OR LINE TO BE SUBMERGED IN THE LIQUID.

6. Allow the liquid to soak up the paper strip to about 2-cm from the top. Watch to be sure it doesn't reach the top.

7. Remove the strip and allow it to dry.

8. Compare the strips to determine the origin.

9. If you are TESTING A PIECE OF THE NOTE from the scene, follow the same procedure, but use a small strip of the actual note and compare the results with your other samples.

Be sure and save the strips and place them on one of your lab data sheets. You have not completed the lab until you decide which pen was used for the note.

UNKNOWN LIQUID
(ALSO KNOWN AS THE URINE LAB)

PROCEDURE:

1. Place 2 drops of standard solution Canine excretion into one of the depressions on the plate. Add 2 drops of the potassium chromate solution to it. Record your observations on the lab data page.
2. Repeat the procedure with the solution known as "Mt. Dew". Be sure to record your results.
3. Pour or dropper 2 drops of the unknown liquid found at the crime scene into a depression on the plate and add the 2 drops of potassium chromate. Record your results and determine what the unknown liquid really is.
4. IMPORTANT!! Rinse the solutions and solids that formed down the drain with lots of water AND double rinse the depression plate. Tap in on the side of the sink to remove as much water as possible.

WHITE POWDER IDENTIFICATION

MATERIALS:

Unknown powder from scene
Standard drugs labeled A, B, C, and D
Distilled water
Universal Indicator
Universal Indicator chart
0.5 M HCI
Ferric nitrate solution
Depression plate
Toothpicks
Marker or pencil

PROCEDURE:

1. In a horizontal row, place a few granules of drug A into each of three depressions on the plate. Use a pencil or marker to label this row with letter A.
2. Repeat step 1 for each of the other powders and the unknown, making sure that they appear on the data chart. Use every other row of the depression plate to help you not confuse the different powders and avoid contamination.
3. Observe the appearance of each powder, noting its color and consistency. Record observations on the chart.
4. Add 5 drops of distilled water to one well for each powder. Do any reactions begin to occur? Why? Record results.
5. Add one drop of Universal Indicator to each of the depressions already containing powder and water from #4. Use a different toothpick to stir each one. Which are reddish in color? Which are yellow-green? Which are blue? Record the color of each and tell if each is acidic, neutral or basic. Use the indicator strip provided in the kit. Can you explain the results?
6. Add one or two drops of the hydrochloric acid solution to each of the powders in the next vertical column of depressions. Is there any fizzing? Which powders are producing carbon dioxide gas? Record the results.
7. Add one or two drops of the ferric nitrate solution to each of the powders in the last column of depressions. Use different toothpicks to stir each solution around. Have any produced a purple color? What is reacting with the ferric iron to produce this specific color?
8. Carefully discard all of the solutions on the depression plate into the sink and rinse the plate twice with distilled water. If any material remains, ask your teacher for a small test tube brush. Use carefully and don't poke any holes into the depression plate.

ANALYSIS OF UNKNOWN POWDER

Drug	Appearance	Reaction with Water	Color of Universal Indicator and pH	Reaction with HCI	Reaction with Fe+
A					
B					
C					
D					
Unknown (scene)					

ANALYSIS OF UNKNOWN POWDER

Drug	Appearance	Reaction with Water	Color of Universal Indicator and pH	Reaction with HCI	Reaction with Fe+
A					
B					
C					
D					
Unknown (scene)					

FOOTPRINT LAB

Impressions made by footwear, tires, and tools can easily be destroyed during a preliminary crime scene search. To prevent inadvertent loss of such evidence, one of the earliest concerns of any crime scene investigation should be the security of the scene and the collection and preservation of impressions.

FOOTWEAR IMPRESSIONS:

1. Photograph each impression located.
2. Place a ruler or other means of scale identification next to the impression.
3. Take the photograph by holding the camera directly over the impression (use of a tripod is highly recommended). Photographs should be taken while a detached flash is held low and to each of the four sides of the impression.
4. Measure the dimensions of the footprint as well as the depth. This information along with condition of the soil at the time of the crime can assist you in determining the weight of your suspect.

METHOD FOR ESTABLISHING A STANDARD FOOTPRINT DEPTH VERSUS MASS:

1. Have people of various masses step in the soil and measure the depth of their footprint versus their mass. Use people with the same size shoe as the suspect as well as shorter and longer sizes.
2. On centimeter graph paper graph mass versus depth of print. Use this for a standard.
3. Locate the depth of your print on the graph to get an idea on the mass of the suspect.

FINGERPRINT LAB

ON HARD SURFACES

Dust plastic cards, metal plates, glass bottles, or other hard surfaced objects for latent fingerprints. Remove developed prints with lifting tape and place the tape on a 3" by 5" card, which contrasts in color with the dusting powder, used. Mark the card with your initials, the date, and an exhibit number, place in an envelope, and seal.

ON SOFT SURFACES

Carefully remove putty, caulking compound or other soft material bearing visible fingerprint impressions. Leave as much excess material to a stiff section of cardboard that is marked with your initials, the date, and an exhibit number. Tape a protective cover over the specimen. A paper cup or baby food jar is useful for this purpose. Do not touch or otherwise distort the fingerprint. Collect a comparison standard.

COMPARISON STANDARD: FINGERPRINTS

Collect and identify fingerprints of suspects and other persons who may have touched an object under investigation. Place fingerprint records in a stiff envelope to protect them from being bent. Seal the envelope and label it with your initials, the date, and an exhibit number.

DIRECTIONS TO LIFT PRINT

DIRECTIONS TO LIFT PRINT:

1. Use a pencil or pen to place the object with the print in the container(large fish tank works well).
2. Place one drop of super glue into the bottom of the container near the object.
3. Strike a match to provide particles in the air.
4. Shine a light on the glue to cause it to vaporize. This should cause particles of glue to stick to the fingerprint.
5. Remove the object from the container and use a piece of scotch tape to lift the print off the object.
6. Tape the print onto the paper or a glass slide.

ALTERNATIVE METHOD:

1. Sprinkle fine powder onto the print.
2. Very gently brush the excess off with a very soft bristled paintbrush.
3. Brush in circular motion to cause the dust to cover all the grooves.
4. Lift print with tape and place on paper or a slide.

Powders to try:
- Graphite
- Carbon
- Lead pencil remains from pencil sharpener
- Fingerprint powder from your local police department

ADDITIONAL

RESOURCES

BEST COPY AVAILABLE

STAPLE HERE

POLICE DEPARTMENT MAY BERRY

LAW ENFORCEMENT OFFENSE / INCIDENT REPORT

1 COPIES TO	2 OFFICER INJURED	3 PROCESSED BY	4 CODE	5 REPORT FOR	6 PAGE	7 COMPLAINT NUMBER
	☐ YES ☒ NO		9999		1 OF 2	97-9999

8 TYPE OF INCIDENT	9 BACC	10 UCR CODE	11 HOW COMPLAINT WAS RECEIVED (CODE)	12 ARRIVAL TIME
LARCENY			RADIO	

13 ORIGINALLY RECEIVED AS: LARCENY

14 OTHER AGENCY NOTIFIED (DR# AND UNIT NAME):

15 DAY, DATE, TIME OF OCCURRENCE	16 DAY, DATE, AND TIME REPORTED	17 STATUS
WEDNESDAY SEPTEMBER 24, 1997 0800 - NDAY OCTOBER 6, 1997 1200	TUESDAY OCT. 7, 1997 0700	☒ ACTIVE ☐ CLEARED BY ARREST ☐ INACTIVE ☐ EXCEPTIONALLY CLEARED

18 LOCATION OF OCCURRENCE (SPECIFY STREET ADDRESS AND/OR APARTMENT COMPLEX, SUBDIVISION, HOTEL)	19 CAR/BEAT	20 DISTRICT	21 BUILDING
15322 STAPLE HERE STREET STAPLE RIDGE HEIGHTS	1575	A2	999

22 TYPE OF PREMISE (Drugstore, Garage, etc.)	23 POINT OF ENTRY	24 FOR USE TO RAPE
RESIDENCE	UNKNOWN	YES ☐ N

25 METHOD OF ENTRY	26 TOOLS USED	27 POINT OF EXIT	28 WEAPONS / OBJECTS USED OR DISPLAYED
UNKNOWN	UNKNOWN	UNKNOWN	UNKNOWN

29 VICTIM (If Firm, Name & Type of Business) CHECK MULTIPLE VICTIMS ☐	29 RESIDENCE ADDRESS	31 RESIDENCE PHONE
GORE, ALBERT	15322 STAPLE HERE	555-5555 (3
	32 BUSINESS ADDRESS: #2 MARY ALBERT DRIVE	33 BUSINESS PHONE: 555-7255 (3

VICTIM'S PEDIGREE	34 RACE	35 SEX	36 AGE	37 DATE OF BIRTH	38 PLACE OF BIRTH	39 OCCUPATION	40 MARITAL STATUS
	W	M	50	1-12-47	WASHINGTON	SALESMAN	MARRIED

41 VICTIM CONVEYED TO	42 VICTIM CONVEYED BY	43 HOSPITAL DISPOSITION	44 TYPE OF INJURIES
N/A	N/A	☐ ADMITTED ☒ N/A FOR TREATMENT ☐ TREATED AND RELEASED ☐ DOA	☐ FATAL ☐ EVIDENT, NOT DISABLING ☐ NOT AP N/A ☐ DISABLING ☐ PROBABLE, NOT APPARENT ☐ UNK

CODES: 1 - Reporting Party; 2 - Person Securing Premise; 3 - Witness; 4 - Owner; 5 - Title Holder; 6 - Person Discovering Crime; 7 - Last Person in Possession; 8 - Guardian; 9 - Parent; 10 - Property Insurance

46 CODE	46 NAME (Last, Name, First)	47 ADDRESS	48 PHONE NO.
4A 4,6	GORE, TIPPER	47A RESIDENCE: SEE BOXES 30-31 ABOVE	48A
		BUSINESS: EVERYBODY ELSES	
4B 4	GORE, VERY	47B RESIDENCE: 1234 FIFE STREET TOLEDO OHIO	48B 555-5252 (9
		BUSINESS: N/A	N/A
4C 10	INSURANCE AGENT: O.W. WILSON	47C BUSINESS	48C 555-0001 (3
	INSURANCE COMPANY: OOOPS MUTUAL	BUSINESS	

VEHICLE CODES: 1 - Stolen; 2 - Used; 3 - Wanted; 4 - Held as Evidence; 5 - Victim's Vehicle; 6 - Recovered; 7 - Bicycle; 8 - Towed #

49 CODE	50 YEAR	51 MAKE	52 MODEL	53 STYLE	54 TYPE	55 COLOR	56 I.D. NUMBER
BOATS	49-	65 N/A					

57 LICENSE NUMBER	58 STATE	59 YEAR	60 PLATE CONFISCATED	61 KEYS IN VEHICLE	62 IGNITION LOCKED	63 DOORS LOCKED	64 INSURED	65 VALUE	66 REFERENCE NO.
			☐ YES ☐ NO	☐ YES ☐ NO ☐ UNKNOWN	☐ YES ☐ NO ☐ UNKNOWN	☐ YES ☐ NO ☐ UNKNOWN	☐ YES ☐ NO ☐ UNKNOWN		

PROPERTY CODES: A—Currency, Notes; B—Jewelry / Precious Metals; C—Clothing, Furs; D—Damaged Property; E—Office Equipment; F—TV, Radio, Cameras, etc.; G—Fire Arms; H—Household Goods; I—Consumable Goods; J—Live Stock; K—Misc.; L—Tools

67 TOWED TO ADDRESS:

68 CODE	69 QUANTITY	70 PROPERTY DESCRIPTION: Brand Name, Serial Number, Model / Style, Oper. I.D. / Other Identification	71 VALUE	72 RECOVERED	73 REFERENCE NO.
A	—	FIVE HUNDRED DOLLARS IN CASH	$500.00		
B	1	"PULSAR" QUARTZ MENS GOLD WATCH, SERIAL # 640637	$150.00		
K	2	CREDIT CARDS (DISCOVER, MASTERCARD)	—		
F	2	CDs (SPICE GIRLS & SUZANNE VEGA)	$30.00		
K	20	CHECKS (PERSONAL IN NAME OF TIPPER & AL GORE), CAPITOL BANK, #S 12300-12320, ACCT NUMBER 571-571-00572.	—		
			75 TOTAL $680.00	76 TOTAL	77 OPERATION IDENT. ☐ YES ☒ NO

74 NARRATIVE: "SEE ATTACHED CONTINUATION SHEET"

77

BEST COPY AVAILABLE

78 SUBMITTED BY OFFICER, DSN	79 DATE OF REPORT	80 RELEASE NO.	81 SUPERVISOR'S INITIAL	82 REVIEWING OFFICER'S SIGNATURE AND DSN
P.O. Brett Hull, #16	10/7/97		JEH	

LARCENY: 15322 STAPLE HERE STREET 97-9999

I spoke with the victim, Albert Gore, who said that several items are missing from his house over the past week and a half and he has no idea who may have taken the items. There are no signs of forced entry into the house, however the victim states that they often leave their home unlocked even when they are gone for extended periods.

The missing cash had been located in a blue sock that had been located in the top right drawer of Tipper Gore's dresser in the master bedroom. The blue sock was still in the drawer minus the cash. The men's watch had been located in the same dresser, however it had been kept in the left top drawer. The credit cards and personal checks had been located in a drawer of the desk in the office type room, located between Albert & Tipper's bedroom and their daughter Very's bedroom. The CD's had been located somewhere in Very's bedroom.

It should be noted that Very has since moved to Toledo, Ohio. The Progressives Moving & Storage Company was hired to move her furniture to Ohio. The movers arrived at the Gore's house on the morning of Tuesday, September 30, 1997. The moving company's phone number is 555-9735. The supervisor's name was August Vollmer.

It should also be noted that some workers from UCR Carpets (555-9966) had been at the Gore residence on Thursday, October 2, 1997 installing new carpeting throughout the house. The Gores also employ a maid service, Cinderella Inc., and they believe that they were last at the residence on Monday, September 29, 1997.

Mr. Gore has contacted both Master Card & Discover and cancelled his credit card accounts. Capitol Bank has been notified that the Gore's checks were stolen and have cancelled their account under the aforementioned account number.

I.D. Officer Dirty Harry responded and processed the scene for latent fingerprints. He was able to lift several latent prints from the desk and dresser, see Harry's supplemental report for more information.

I conducted a neighborhood canvass which met with negative results.

This officers investigation is complete.

COMPLAINT NUMBER:					97-9999 #3
DEPARTMENT REPORTING			CODE NO.	SUPPLIMENTARY INVESTIGATIVE AND/OR DISPOSITION REPORT	ORIGINAL REPORT UCR CLASSIFICATION
Mayberry, R.F.D.			999		Burglary - Residential
DIVISION	PRECINCT	SECTOR	COGIS		CERTIFIED AS:
Patrol	Adam	2	999.9		Active
DATE OF ORIGINAL REPORT		DAY OF WEEK			
October 7, 1997		Tuesday			RECLASSIFICATION (If Applicable) N/A
DATE AND TIME, THIS REPORT		DAY OF WEEK			
October 22, 1300		Wednesday			
NAME OF VICTIM OR COMPLAINANT				RESIDENCE ADDRESS	RES. PHONE
Gore, Albert				15322 Staple Here Street, Mayberry	555-5555 (314)

ADDITIONAL DETAILS, INVESTIGATIVE AND/OR DISPOSITION:

Bart Simpson (white, male, DOB: 10/10/77, 1111 Homer Drive, 555-1111), Progressive Moving & Storage Company, came to the police station at 1445 hours on Tuesday, October 14, 1997. I asked Simpson about the day in question and he indicated that he remembered the job, as it was his last with Progressive Moving. He said that he quit because he hated working with Haskell because he was lazy and never did any work. He claimed that Haskell always got out of work because he claimed his back was hurt. Simpson denied being "high". He said that Haskell was always accusing him of that because Simpson listened to rap music. He claimed that Haskell called it drug music. Simpson said that all the bosses and customers thought Haskell was great because he was always super nice around them. He said that when the bosses or customers weren't around Haskell often made fun of them.

Simpson denied any involvement in the theft. He said that his criminal record was in his past and that since he had found Jesus, he now volunteered his time working down at the mission for the Reverend Scott Decker. I asked Simpson if would be willing to submit to a Computer Voice Stress Analysis test in order to prove his innocence. Simpson agreed to do so. Detective Um Cell of this department administered the test using the MZOC format. The relevant questions being did you steal any item from the Gore residence and do you know who stole the items from the Gore residence? Simpson answered "no" to both questions and the results of the test indicated "no deception".

A check of State Criminal History files showed that Very Gore had been arrested for Larceny under $150.00 on three occasions, DWI, and for possession of a controlled substance twice in the past 5 years. A check of State Criminal History files for Al Bundy revealed no record.

I spoke with Very Gore (white, female, DOB: 9/14/72, 1234 Five Street, Toledo, OH, (999) 555-5252) on the phone regarding the theft. Very said that she was certain that the two CDs were in her room on the morning of the move (Tuesday, Sept.30th) as she listened to them on her boom box just before the movers arrived. I asked Very if perhaps the CDs could have been lost in the move and that they might turn up among her other things. Very was very certain that this could not have happened as she has gone through her things several times since the report was made.

I asked Very about why she had moved and she indicated that she had been having much difficulty getting along with her parents. She said that they didn't like her friends and they said that they were tired of bailing her out of jail for drugs and stealing. I asked Very if Al Bundy was there and she indicted that he was at work at the Payless store in the Holy Toledo Mall. I asked Very about how she met Al and she indicted that she had met him over the Internet in a chat room. She had flown to Toledo a couple of times and Al had come to Mayberry to visit her on a couple of occasions but they mostly fell in love over the computer. I asked Very when I could speak with Al and she indicted that they would be in Mayberry for the wedding of a friend this weekend. I arranged to meet with them at the police station on Saturday at 1200 hours.

I sent a message to the Toledo Police Department and requested an Ohio State Criminal History check on Al Bundy, (white, male, DOB: 8/10/62, 1234 Five Street, Toledo, OH, (999) 555-5252).

ATM - Springfield - Cash advance
- right code

BEST COPY AVAILABLE

COMPLAINT NUMBER:					97-9999 #2
DEPARTMENT REPORTING			CODE NO.	SUPPLIMENTARY INVESTIGATIVE AND/OR DISPOSITION REPORT	ORIGINAL REPORT UCR CLASSIFICATION
Mayberry, R.F.D.			999		Burglary - Residential
DIVISION	PRECINCT	SECTOR	COGIS		CERTIFIED AS:
I.D.	N/A	2	999.9		Active
DATE OF ORIGINAL REPORT		DAY OF WEEK			
October 7, 1997		Tuesday			
DATE AND TIME, THIS REPORT		DAY OF WEEK			RECLASSIFICATION (If Applicable)
October 21, 1300		Tuesday			N/A
NAME OF VICTIM OR COMPLAINANT				RESIDENCE ADDRESS	RES. PHONE
Gore, Albert				15322 Staple Here Street, Mayberry	555-5555 (314)

ADDITIONAL DETAILS, INVESTIGATIVE AND/OR DISPOSITION:

I received information from the County Single Print Unit that the fingerprints lifted at this crime scene were not of evidentiary value. They were therefore destroyed.

On October 7, 1997 I photographed the scene. The film was seized and tagged to be held as evidence in the department's evidence facility. The film was turned over to department evidence custodian Joe Friday.

Respectfully,

P.O. Dirty Harry

COMPLAINT NUMBER:					97-9999 #1	
DEPARTMENT REPORTING			CODE NO.	SUPPLEMENTARY INVESTIGATIVE AND/OR DISPOSITION REPORT	ORIGINAL REPORT UCR CLASSIFICATION	
Mayberry, R.F.D.			999		Burglary - Residential	
DIVISION	PRECINCT	SECTOR	COGIS		CERTIFIED AS:	
Patrol	Adam	2	999.9		Active	
DATE OF ORIGINAL REPORT		DAY OF WEEK				
October 7, 1997		Tuesday				
DATE AND TIME, THIS REPORT		DAY OF WEEK			RECLASSIFICATION (If Applicable)	
October 13, 1300		Monday			N/A	
NAME OF VICTIM OR COMPLAINANT				RESIDENCE ADDRESS		RES. PHONE
Gore, Albert				15322 Staple Here Street, Mayberry		555-5555 (314)

ADDITIONAL DETAILS, INVESTIGATIVE AND/OR DISPOSITION

I contacted victim Al Gore by phone & made arrangements to meet with him & his wife, Tipper, at their home on Wednesday, October 8, 1997. When I arrived I inspected the residence for any evidence of forced entry, however none was located.

I asked the Gore's if they suspected anyone in particular. They said that they had no idea who might have taken their property. The Gore's said that to their knowledge neither their stolen credit cards nor their stolen checks had been used.

The Gore's said that their daughter Very is 25 years old and moved to Toledo, Ohio to live with a boyfriend, Al Bundy. Bundy is a shoe salesman whom they don't particularly care for. They said that there were 2 employees that worked for the moving company to move Very's furniture. I asked them if Very had ever been in any trouble and they said only for minor things as a juvenile like truancy, curfew violations, and minor in possession of alcohol. Al Gore said that Very had phoned them from Toledo and told them that the two CDs were missing and she believed that they were stolen from her room before she moved her things to Ohio.

I contacted August Vollmer of the Progressives Moving & Storage Company. He stated that the two employees who worked the job at the Gore's residence were Bart Simpson and Eddie Haskell. I advised him of the theft and asked him about the two employees. He said that Haskell was a long-time employee that was very polite & reliable. He said that Simpson had only worked for him for a week and had since quit. He said that he'd have Haskell come by the station to talk with me today. He gave me the following phone number for Simpson 555-1111.

A check of the state criminal history files showed no arrests for Haskell. Simpson had been arrested several times for larceny, burglary, and common assault.

On Thursday, October 9, 1997 at 1100 hours, Eddie Haskell (white, male, DOB: 1/15/47, 9858 Metrix Drive, 555-6983) came to the station to be interviewed. Haskell said that his back had been hurting him so he did very little work on that date. He said that some of the time he was waiting in the truck hoping that his pain medication would kick in. He said that he didn't recall seeing any of the stolen items in the house. Haskell said that he worked with Simpson that day only. He said that Simpson was a "loud mouth" who bragged about how many women liked him. Haskell said that he thought that Simpson was "high" when he came to work that day.

I was able to contact Bart Simpson and he agreed to come to the station on Tuesday, October 14, 1997 in the afternoon to be interviewed.

I spoke with Allen Wagner, the Installation Service Manager for UCR Carpets regarding this case. He said that two employees worked on the Gore installation. The employees were Jerry MacGuire and Billy Bob Thornton. Wagner said that MacGuire & Thornton had been with the company for 20 & 27 years respectively.

BEST COPY AVAILABLE

He indicated that Thornton is somewhat mentally challenged. He said that he has never had any problems with either employee. Wagner arranged for both workers to come to the police station to be interviewed.

A check of the state criminal history files showed no arrests for MacGuire or Thornton.

On Friday, October 10, 1997 MacGuire & Thornton came into the station. I spoke first with MacGuire (black, male, DOB: 8/5/50, 55748 Showmethemoney Drive, 555-1212) who said he remembered working at the Gore's on October 2nd because their house was so big. He said that he and Thornton arrived at about 0700 hours and worked that day until 1700 hours. He said that Thornton was with him all the time, except for a few bathroom visits. MacGuire said that he would be willing to submit to a CVSA test if asked.

I spoke with Thornton (white, male, DOB: 12/10/52, 8558 Fried Tatters Ln., 555-0666) who said that he reckoned that he would rather be cut with a sling blade than steal something. He said that he would take any kind of a test to show that he always tells the truth, even if he does something bad.

I contacted Betty Rubble, the manager of Cinderlla Inc. maid service. She stated that Laverne Defazio & Shirley Feeny in fact cleaned the Gore's house on Monday, September 29, 1997. She said that they are both regularly assigned to the Gore's house and have been for the past six months. They clean their house once a week. Rubble arranged for both maids to meet me at her office on Friday, October 10th at 1400 hours.

A check of the state criminal history files showed no arrests Defazio. Feeny had been arrested for prostitution about 10 years ago.

I spoke first with Defazio (white, female, DOB: 7/12/57, 123 Fascination Street, 555-7983) who said that she and Feeny arrived at the Gore's on Monday morning at about 0900 hours. Mrs. Gore told them that a light cleaning would only be necessary because they were having new carpeting put in soon. Defazio said that she and Feeny were separated several times during the two hours that they were at the Gore residence. She said that she did not recall seeing any of the stolen items lying out. She said that she has never stolen anything and didn't believe that Feeny would steal any items. Defazio agreed to take a CVSA test if asked.

I spoke with Feeny (white, female, DOB: 2/19/59, 8000500 Easy Street, 555-3819) who said that she and Defazio arrived at the Gore's on Monday morning at about 0900 hours. Feeny said that she and Defazio worked separately during the two hours that they were at the Gore residence. She said that she did not recall seeing any of the stolen items lying out. I asked Feeny about her past criminal history and she stated that it was in her past, just a misunderstanding. She requested that I not tell her employer or husband about the arrest, as they were unaware of her criminal history. She insisted that she took nothing and requested that she be given a lie detector test.

I called Detective Sergeant Andy Sipawitz of the Toledo, Ohio Police department and requested that he contact Very Gore and obtain elimination prints from her. He agreed to forward them to me when completed.

BEST COPY AVAILABLE

FINGERPRINTS

TENTED ARCH

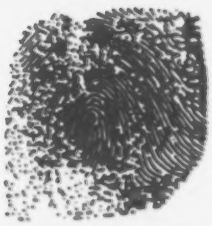
PLAIN OR CENTRAL POCKET WHORL

PLAIN ARCH

PLAIN WHORL WITH ELONGATED CORE

LOOP

ACCIDENTAL WHORL



DOUBLE LOOP WHORL

COPIED FROM *FORENSIC SCIENCE, AN INTRODUCTION TO CRIMINALISTICS*, DEFOREST, GAENSSLEN, LEE

BEST COPY AVAILABLE

BRYAN HAMPTON
FORENSIC SCIENTIST
ST. CHARLES COUNTY SHERIFF'S DEPARTMENT
CRIME LABORATORY
949-7488

There are three fundamental facts that have made fingerprints a superlative method for personal individualization and accepted by the courts as such:

1 An individual's fingerprint ridges are formed during fetal life, between 100 and 120 days of development, and remain unchanged for the remainder of a person's lifetime.

2 It has been shown empirically, with theoretical support, that fingerprints are unique. No two persons, even identical twins, possess identical ridge characteristics.

3 Fingerprint classification systems permit the development of files of systematically classified fingerprints and the ability to retrieve a particular file rapidly.

Fingerprint Classification Systems

Types of Patterns The fingerprint ridges, which can be observed on the inner surfaces of the hands, are known as *papillary ridges* (or *friction ridges*). These ridges occur in certain definite formations, and they can be classified into specific types of patterns. There are three basic fingerprint patterns from which are derived the fingerprint classification system. These are: *arches*, *loops*, and *whorls*. These basic patterns can be further subdivided into eight types:

1 Plain arch	2 Tented arch
3 Ulnar loop	4 Radial loop
5 Plain whorl	6 Central pocket loop
7 Double loop	8 Accidental

All the pattern types are formed by a series of lines, corresponding to ridges (hills) and grooves (valleys) on the skin of the fingertip. The skin is composed of two major types of cell layers. The outer layer (the surface) is known as the *epidermis*. The inner layer is known as the *dermis* (Figure 12-1).

By their relationship to one another the ridges form definite designs, and these are called fingerprint patterns. The area which displays the patterns of the fingerprint, and is surrounded by the type lines, is called the *pattern area*. *Type lines* are the two innermost ridges which run parallel and then diverge and surround the pattern area. The approximate center of the pattern is called the *core*. The outer, terminal, point of the pattern, nearest the type line divergence, is known as the *delta*. The pattern area contains all the ridge detail necessary to classify the print, although features outside this area may be useful in comparing latents with knowns. The eight basic types of fingerprint patterns are shown in Figure 12-2.

The *plain arch* is the simplest pattern. The ridges enter on one side, rise to form a wave in the center, and exit smoothly on the opposite side.

The *tented arch* is a variation of the plain arch. Ridges at the center are thrust upward in a more abrupt manner similar to the appearance of a tent pole.

The *radial loop* is a pattern in which one or more ridges enter on the side toward the thumb (the side on which the radius bone of the forearm lies), recurve, and then exit on the same side.

The *ulnar loop* is a pattern in which one or more ridges enter on the side toward

BEST COPY AVAILABLE

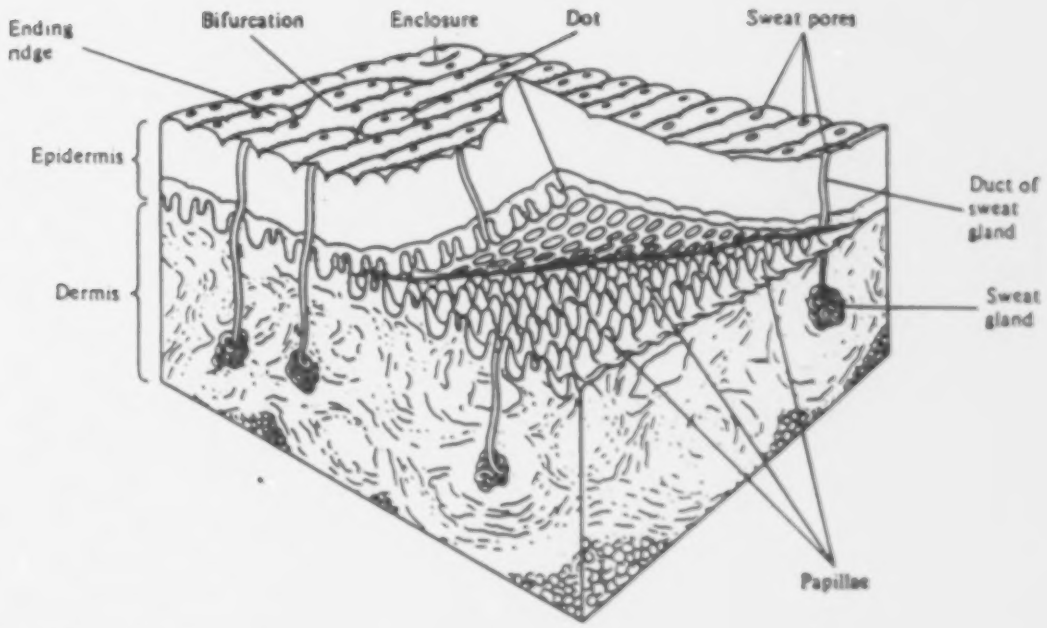


FIGURE 12-1
Cross-sectional view of the structure of friction skin. *(The Federal Bureau of Investigation.)*

the little finger (the side on which the ulna bone of the forearm lies), recurve, and then exit toward the same side.

The *plain whorl* is a pattern in which one or more ridges form a complete revolution around the center. Whorls generally have two or more deltas.

The *central pocket loop* is a variation of the plain whorl pattern. Some ridges tend to form a loop pattern, which recurves and surrounds a whorl at the center.

The *double loop* (*twinned loop*) is another type of whorl. In it two separate loop formations are present and may surround each other.

The *accidental* is a relatively rare type of pattern. This category is used to accommodate those patterns that do not conform to the patterns previously described, such as the lateral pocket loop of Figure 12-2.

BEST COPY AVAILABLE

Comparison of latent prints with known ones begins with the overall pattern. The ridge detail of fingerprints, including the ends of ridges, their separations, and their relationships to one another, constitute the bases for the comparison of fingerprints. These ridge details and their relationships are collectively known as *minutiae*. The use of minutiae in fingerprint comparison is illustrated in Figure 12-7.

The following individual ridge characteristics are valuable for comparison purposes:

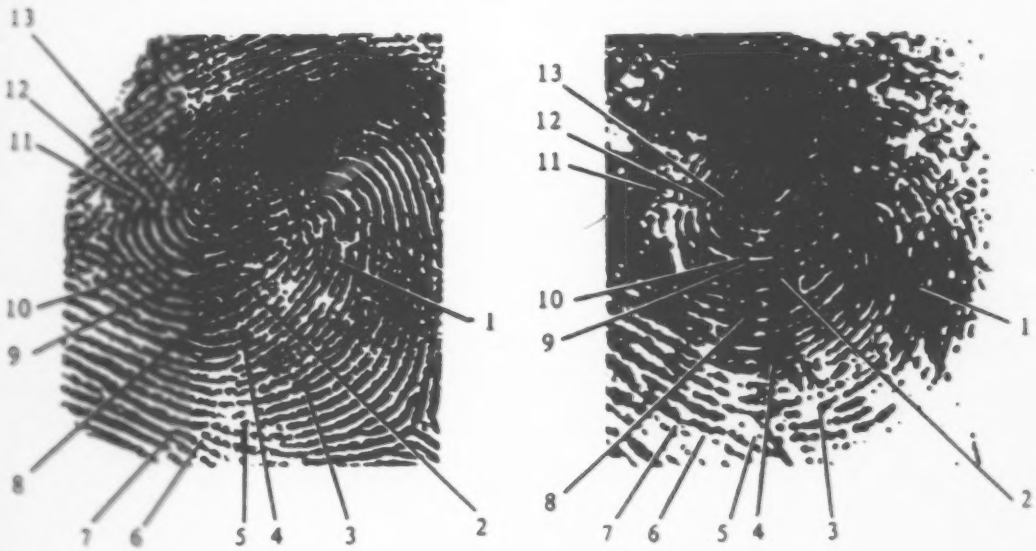
1 *Bifurcation (fork)*

This is a single ridge, splitting or forking into two branches.

2 *Island (enclosure)*

An island is formed by a single ridge which, after bifurcating for a short distance, reconverges and continues as a single ridge. An enclosure usually refers to a larger island.

FIGURE 12-7
Comparison of latent and known inked prints. *(Courtesy of Detective Nicolas Petraco, Crime Laboratory, New York City Police Department.)*



BEST COPY AVAILABLE

3 *Dot*

A dot is a very short ridge and means exactly what the word *dot* implies.

4 *Short ridge*

A short ridge is a relative term, and is used to denote a ridge that is not as long as the average ridge in that specific print.

5 *Ridge ending*

A ridge ending is the point of the ridge's termination. It is considered an ending ridge only if it terminates within the pattern area.

6 *Trifurcation*

This is one single ridge splitting into a three-pronged, fork-shaped pattern.

7 *Bridge*

A bridge is a short ridge which interconnects two other parallel ridges.

8 *Angle*

An angle results from two or more ridges converging with one another at a point.

9 *Converging ridges*

Two or more ridges which meet at a point are converging, and the point at which they meet is called the point of convergence.

10 *Diverging ridges*

Diverging ridges are ridges which are parallel for some distance but then swing out away from each other.

BEST COPY AVAILABLE

5

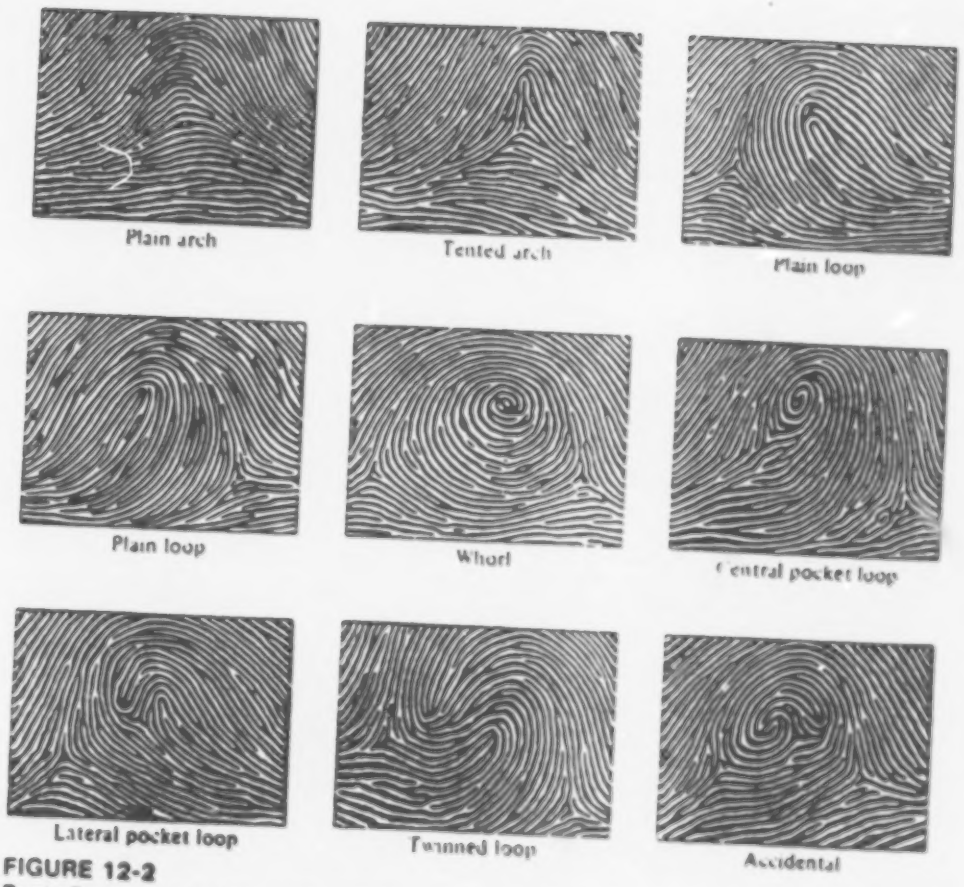


FIGURE 12-2
Basic fingerprint patterns. *(Faurot Inc., Elmsford, New York.)*

BEST COPY AVAILABLE

6

BEST COPY AVAILABLE

4.11A
Enlargement of a developed crime scene latent print.
(Courtesy, St. Paul Police Department, Minnesota.)

4.11B
Enlargement of an inked impression of a suspect's finger.
(Courtesy, St. Paul Police Department, Minnesota.)

Ex. 4.11 Latent Fingerprint

Comment

It is perhaps important to direct the attention of the student to the poor quality of the details which are present but not obvious in the latent impression. Nevertheless, an identity is easily established.

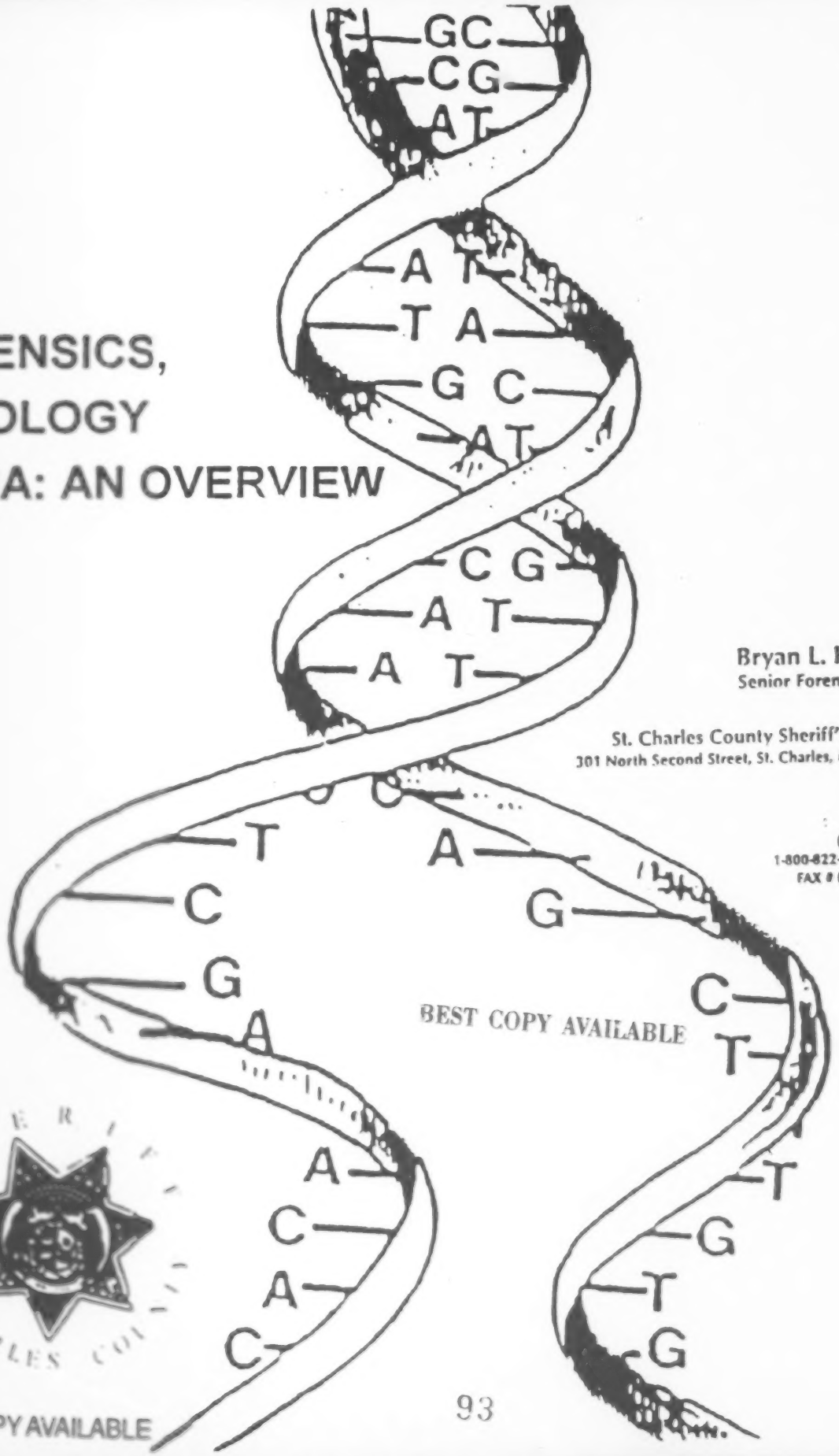
BEST COPY AVAILABLE

4.11A
Enlargement of a developed crime scene latent print.

BEST COPY AVAILABLE

4.11B
Enlargement of an inked impression of a suspect's finger.
(Courtesy, St. Paul Police Department, Minnesota.)

FORENSICS, SEROLOGY & DNA: AN OVERVIEW



Bryan L. Hampton
Senior Forensic Scientist

St. Charles County Sheriff's Office
301 North Second Street, St. Charles, Missouri 63301

(314) 949-7488
1-800-822-8017 ext. 4455
FAX # (314) 949-3009

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Forensic Science is the Application of Science to Matters of the Law

AREAS OF FORENSIC SCIENCE

- Medicine
- Odontology
- Entomology
- Anthropology
- Engineering
- Psychiatry
- Questioned Documents
- Firearms & Toolmarks
- Fingerprints
- Criminalistics

CRIMINALISTICS

- Drugs/Toxicology
- Arson & Explosives
- Trace Evidence
- Physical Patterns
- **Serology**

BEST COPY AVAILABLE

DRUGS/TOXICOLOGY

- Controlled Substances
- Poisons - Toxic Substances
- Alcohol

ARSON & EXPLOSIVES

- Flammables
- Incendiary Components
- Explosive Mixtures
- Residues

TRACE/TRANSFER EVIDENCE

- Hair/Fiber
- Paint/Plastic
- Metal
- Wood/Paper
- Cosmetics
- Glass & Soil

PHYSICAL PATTERNS

- Physical Matching
- Imprints
- Indentations
- Bloodstain Patterns

SEROLOGY

- Blood
- Tissue
- Saliva
- Semen
- Perspiration

Forensic Polymorphic Proteins

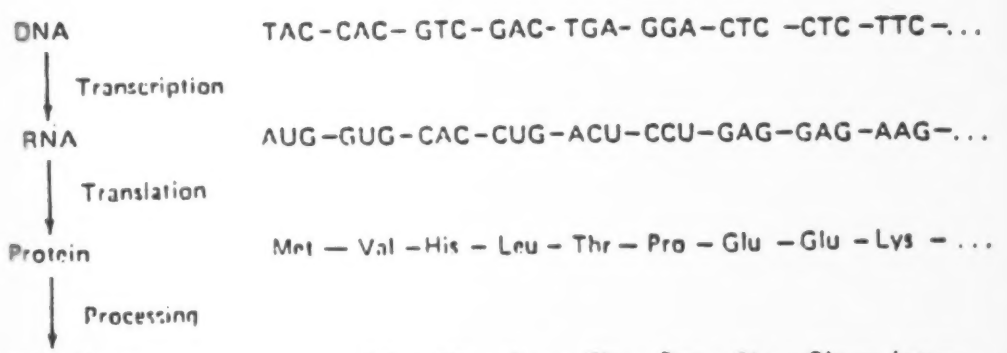
System (usual abbreviation)	Types	Approximate occurrence, %, in U.S. populations: White	Black
Phosphoglucomutase* † (PGM)	1	59	56
	2-1	35	28
	2	6	6
Adenylate kinase* (AK)	1	93	98
	2-1	7	1
	2	<1	<1
Acid phosphatase* (ACP, EAP)	A	12	7
	BA	42	32
	B	40	58
	CA	2	1
	CB	4	2
	C	<1	<1
Glyoxalase I* (GLO)	1	18	14
	2-1	52	41
	2	30	45
Esterase D* (ESD)	1	78	84
	2-1	20	15
	2	1	1
Adenosine deaminase* (ADA)	1	90	97
	2-1	10	3
	2	<1	<1
Glutamate-pyruvate transaminase (GPT)	1	29	87
	2-1	49	26
	2	22	4
Uridine monophosphate kinase (UMPK)	1	91	98
	2-1	8	2
	2	1	<1
6-Phosphogluconate dehydrogenase* (PGD)	A	96	93
	AC	4	7
	C	<1	<1
Carbonic anhydrase II* † (CA)	1	100	81
	2-1	—	18
	2	—	1
Glutathione reductase† (GSR)	Usual	100	75
	Usual-variant	—	23
	Variant	—	2
Glutathione peroxidase† (GPX)	Usual	100	94
	Thomas variant	—	6
Peptidase A† (PEPA)	1	100	80
	2-1	—	8
	2	—	2

System (usual abbreviation)	Types	Approximate occurrence, %, in U.S. populations: White	Bl
Haptoglobin* † (Hp)	1	17	2
	2-1	48	2
	2	36	1
	2-1M	<1	1
	0	<1	
Group-specific component* † (Gc)	1	80	7
	2-1	42	2
	2	8	
Transferrin* § (Tf)	C	99	9
	CB	1	-
	CD	<1	
Protease inhibitor or α_1-antitrypsin§ (Pi)	Many		
Immunoglobulin markers (Gm and Km)	Many		

*Can be typed in dried bloodstains.
†Hp 2-1M and Hp 0 cannot be diagnosed reliably in bloodstains. Hp 1 can be subtyped but not routinely in st
‡Gc 1 can be subtyped, but this is not done in stains.
§Tf C, the common electrophoretic type, can be subtyped by isoelectric focusing, but this is not done in stain
¶Pi has many electrophoretic variants, the common electrophoretic type Pi M can be subtyped by isoele
focusing.

Copied from Forensic Science

From Genes to Proteins



BEST COPY AVAILABLE

Copied from Forensic Science Handbook

DNA IN FORENSICS

RFLP	PCR
PROFILE	PROFILE
PARENTAGE	PARENTAGE
	SEX DETERMINATION
	ABO GENOTYPE

RECENT DEVELOPMENTS

← mtDNA MITOCHONDRIAL DNA

← MVR-PCR MINI SATELLITE VARIANT REPEAT

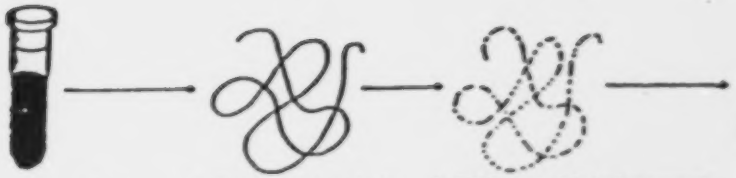
← PCR-RFLP

FORENSIC DNA ANALYSIS

RFLP
Restriction Fragment Length Polymorphism

1. Isolation of genomic DNA
2. Assessment of quantity/quality of DNA
3. Digestion of DNA with RE
4. Agarose gel electrophoresis of DNA fragments
5. Transfer of DNA fragments from gel to nylon membrane
6. Hybridize DNA fragments to labeled probes
7. Autoradiographs or Lumigraphs

THE DNA FINGERPRINTING PROCESS



1. Blood sample

2. DNA is extracted from blood cells

3. DNA is cut into fragments by a restriction enzyme

4. The DNA fragments are separated into bands during electrophoresis in an agarose gel

5. The DNA band pattern in the gel is transferred to a nylon membrane by a technique known as Southern Blotting

6. The radioactive DNA probe is prepared

7. The DNA probe binds to specific DNA sequences on the membrane

8. Excess DNA probe is washed off

9. At this stage the radioactive probe is bound to the DNA pattern on the membrane

10. X-Ray film is placed next to the membrane to detect the radioactive pattern

11. The X-Ray film is developed to make visible the pattern of bands which is known as a DNA FINGERPRINT

BEST COPY AVAILABLE

FORENSIC DNA ANALYSIS

PCR

Polymerase Chain Reaction

1. Isolation of DNA
2. Amplification of target DNA
3. Assessment of quantity/quality of DNA
4. Polyacrylamide gel electrophoresis
5. Silver staining or Fluorescence

Glossary:

ALLELE: One of two or more alternative forms of a gene occupying the same locus on homologous chromosomes.

AMPLIFICATION: Increasing the number of copies of a desired DNA molecule.

ANNEAL: Pairing of complementary single strands of DNA to form a double-stranded helical structure.

AUTORADIOGRAPHY: The detection of an image on photographic film caused by radioactive molecules.

DENATURATION: Conversation of DNA from double-stranded to single-stranded state by use of heat or high pH.

DNA (deoxyribonucleic acid): Double-stranded molecule that carries the genetic information in living organisms.

ELECTROPHORESIS: Technique for the separation of molecules through their movement on a support medium such as agarose under the influence of an electrical charge.

ENZYME: Protein that speeds up the rate of chemical reactions in the body but is unaltered itself in the reaction.

GENE: Chromosomal segment, organized in a linear arrangement, the codes for a polypeptide chain or RNA molecule.

GENOME: Entire set of heredity factors of an organism, contained in the chromosomes.

GENOTYPE: Particular combination of genes present in the cells of an individual.

HYBRIDIZATION: Process of complementary base pairing between two single strands of DNA, or DNA and RNA.

LOCUS: Position a gene occupies on a chromosome.

PHENOTYPE: Visible characteristics of an individual as determined by the genes.

POLYMERASE CHAIN REACTION (PCR): Process by which a small amount of DNA can be amplified to yield a larger quantity of DNA.

POLYMORPHISM: Occurrence in a population of two or more genetically determined alternative phenotypes with frequencies greater than could be accounted for by mutation.

RESTRICTION ENZYME: Derived from bacteria, catalyzes that cleavage of DNA at specific points, also called restriction endonuclease.

RESTRICTION FRAGMENT LENGTH POLYMORPHISM (RFLP): Variation in the size of DNA fragments produced by restriction enzyme digestion of a genomic DNA. Pattern is recognized using a probe after electrophoresis, Southern blotting, and hybridization.

BEST COPY AVAILABLE

Forensic Bibliography

Forensic Science
An Introduction to Criminalistics
Peter R. De Frost
R. E. Gaensslen
Henry C. Lee
McGraw - Hill, 1983
New York, New York

Science Against Crime
Yvonne Deutch, editor
Exeter Books, 1982
New York, New York

Chemistry and Crime
From Sherlock Holmes to Today's Courtroom
Samuel M. Gerber, editor
American Chemical Society, 1983
Washington, D.C.

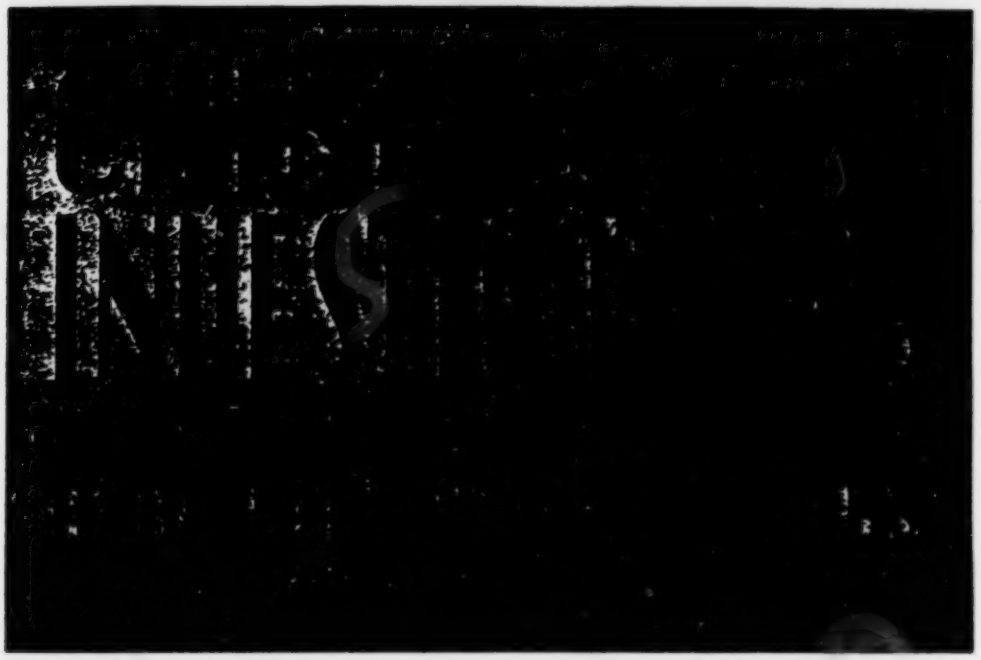
Criminalistics
An Introduction to Forensic Science
Richard Saferstein
Prentice-Hall, Inc., 1977
Englewood Cliffs, New Jersey

Forensic Science Handbook
Volumes I, II, III
Richard Saferstein, editor
Prentice-Hall, Inc., 1982, 1988, 1993
Englewood Cliffs, New Jersey

FORENSIC ORGANIZATIONS WITH STUDENT MEMBERSHIPS

AMERICAN ACADEMY OF FORENSIC SCIENCES
Street Address: 410 North 21st Street, Suite #203
Colorado Springs, CO 80904-2798
Phone: (719) 636-1100
(800) 701-2237
Fax: (719) 636-1993
E-mail Address: membship@aafs.org
E-mail Source: Internet
Mailing Address: P.O. Box 669
Colorado Springs, CO 80901-0669
Executive Director: Anne Warren

Midwestern Association of Forensic Scientists, Inc.
Membership Chairperson:
Patricia Wojtowicz
Minnesota BCA Forensic Lab
1246 University Ave.
St. Paul, MN 55104
E-mail: MAFSnews@aol.com



PAM WALKER • ELAINE WOOD

Illustrations by Christopher Stone

Cost 28.95
Plus slips 5.59

Cust. Service 1-800-947-77

Center for Applied Research in Education
Simon & Schuster
PO Box 11022
Des Moines, IA
50336-1022

BEST COPY AVAILABLE

Library of Congress Cataloging-in-Publication Data

Walker, Pam.
Crime scene investigations : real-life science labs for grades 6–12 / Pam Walker and Elaine Wood : illustrations by Christopher Stone.
p. cm.
ISBN 0-87628-135-8
1. Science—Study and teaching (Elementary)—Activity programs.
2. Science—Study and teaching (Secondary)—Activity programs.
3. Critical thinking—Study and teaching. I. Wood, Elaine.
II. Title.
LB1585.W245 1998
507.1—dc21 98-14891
CIP

© 1998 by The Center for Applied Research in Education

Illustrations by *Christopher Stone*
Acquisitions Editor: *Connie Kallback*
Production Editor: *Mariann Hutlak*
Interior Design/Formatting: *Dee Coroneos*

All rights reserved.

Permission is given for individual teachers to reproduce the worksheets for classroom use. Reproduction of these materials for an entire school system is strictly forbidden.

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

ISBN 0-87628-135-8

ATTENTION: CORPORATIONS AND SCHOOLS

The Center for Applied Research in Education books are available at quantity discounts with bulk purchase for educational, business, or sales promotional use. For information, please write to: Prentice Hall Career & Personal Development Special Sales, 240 Frisch Court, Paramus, NJ 07652. Please supply: title of book, ISBN, quantity, how the book will be used, date needed.

THE CENTER FOR APPLIED RESEARCH IN EDUCATION
West Nyack, NY 10994
A Simon & Schuster Company

On the World Wide Web at http://www.phdirect.com

Prentice Hall International (UK) Limited, *London*
Prentice Hall of Australia Pty. Limited, *Sydney*
Prentice Hall Canada, Inc., *Toronto*
Prentice Hall Hispanoamericana, S.A., *Mexico*
Prentice Hall of India Private Limited, *New Delhi*
Prentice Hall of Japan, Inc., *Tokyo*
Simon & Schuster Asia Pte. Ltd., *Singapore*
Editora Prentice Hall do Brasil, Ltda., *Rio de Janeiro*

BEST COPY AVAILABLE

ACKNOWLEDGMENTS

Carolina Tips
Carolina Biological Supply
2700 York Road
Burlington, NC 27215
910-584-0381

DNA Fingerprints: Witness for the Prosecution
Lewis, Ricki
Discover Volume 9 Issue 6

Animal Life Processes
CORD Communications Inc.
324 Kelly Drive
Waco, TX 76710
817-776-1822

Forensic Science
Kemtec Educational Corporation
9889 Crescent Park Drive
West Chester, OH 45069
513-576-3535

Biotechnology Notebook
MSCE
13157 Olive Spur Road
St. Louis, MO 63141
314-576-3535

Discover June 1988
650 N. Dearborn, Suite 650
Chicago, IL 60601
312-482-8099

St. Charles County Sheriff's Office
Bryan L. Hampton, Senior Forensic Scientist
Buford H. Seabolt, Forensic Lab Director
301 North Second Street
St. Charles, MO 63301

BEST COPY AVAILABLE

PRESENTERS

Linda Gaither
Science Department Chair
Fort Zumwalt North High School
1230 Tom Ginnever
O'Fallon, MO 63366
Phone: (636) 272-4447

Dr. Larry Higgins
Assistant Superintendent, Curriculum and Instruction
Fort Zumwalt School District
110 Virgil
O'Fallon, MO 63366
(636)272-6620

Karen Blessman
Vocational Resource Educator
Fort Zumwalt North High School
1230 Tom Ginnever
O'Fallon, MO 63366
(636)272-6636

BEST COPY AVAILABLE